DOCUMENT RESUME

ED 032 724 EF 003 471

Capital Program, School District of Philadelphia: July 1, 1968 to June 30, 1974.
Philadelphia Board of Education, Pa.
Pub Date 27 May 68
Note-112p.
EDRS Price MF-$0.50 HC-$5.70

Descriptors-*Budgets, *Capital Outlay (for Fixed Assets), Construction Costs, Construction Programs, Educational Planning, Facility Requirements, *Financial Support, Master Plans, *School Construction, *School Expansion

This report presents the School District of Philadelphia's long-range plan for school facilities and, based upon it, a capital program for the years 1969 through 1974. The plan for school facilities is preceded by a summary of present facility conditions and a consideration of indicated needs for expansion. General fiscal policies, a total program summary, targets for accomplishment, project descriptions, and the 1969 capital budget are presented in the capital program. Photographs and graphic illustrations are included. (FS)

ED0 32724

CAPITAL PROGRAM

SCHOOL DISTRICT OF PHILADELPHIA

JULY 1, 1968 TO JUNE 30, 1974

PREPARED BY THE SUPERINTENDENT
AND STAFF OF THE SCHOOL DISTRICT
AND
APPROVED BY THE BOARD OF EDUCATION
ON
MAY 27, 1968

RICHARDSON DILWORTH, ESQ., *President*
REV. HENRY H. NICHOLS, *Vice President*
GERALD A. GLEESON, JR. ESQ.
MR. WILLIAM GOLDMAN
MRS. ALBERT M. GREENFIELD
MR. GEORGE HUTT
JONATHAN E. RHOADS, M.D.
MR. WILLIAM ROSS
ROBERT M. SEBASTIAN, ESQ.
DR. MARK R. SHEDD, *Superintendent*

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EF 003 471

TABLE OF CONTENTS

Letter from the Superintendent

I. Introduction and Summary 1

- A. The Goals of the Philadelphia Schools 1
- B. Highlights of the Report 2

II. The Plan for School Facilities 7

- A. Summary of Present Conditions 7
  - Age and Condition of Present Schools 7
  - Site Area Standards 7
  - Overcrowding 7
  - Pattern of Racial Distribution in Existing Schools 7
  - Socio-Economic Structure of the City 11
- B. The Facility Gap 11
  - School Capacities 13
  - Student Enrollment Projections 14
    - Grades 1-12 14
    - Kindergarten 14
    - Pre-School 14
- C. The Plan 19
  - Physical Planning Standards 19
  - The Educational Basis of the Plan 19
  - Design Criteria to Meet Educational Requirements 21
    - Design Criteria 21
    - Internal Space Standards 24
  - The Elements of the Plan 25
    - Lower Schools 25
    - Middle Schools 26
    - High Schools 27
    - Community Schools 28
    - Magnet Schools 28
    - Facilities for Handicapped Children 29
    - Intensive Learning Centers 29
    - Athletic Facilities 29
    - Instructional Materials Centers (Libraries) 29
    - Alterations and Improvements 30
    - The Education Park 31
    - Other Planning Studies 33
    - Administrative Facilities 34
  - Integration and Community Renewal 35
    - The Plan and Integration 35
    - The Plan and Community Renewal 37
  - Space Stretching 41

TABLE OF CONTENTS (Cont'd)

III. The Capital Program (July 1, 1968 — June 30, 1974) 43

- A. General Fiscal Policies 43
  - Debt Policy 43
  - Debt Service 44
  - Bond Life 44
  - Project Analysis 44
  - Cost Factors 44
  - Sectionalization 44
  - Consolidation of Past Budgets 48
- B. Total Program Summary 48
- C. Getting the Job Done 48
  - The Construction Industry 48
  - Effects Upon Operating Costs 48
  - Administrative Management 52
  - Making the Schools Work Effectively 52
  - Site Selection 52
  - Land Acquisition 53
  - The Record of the Current Year 53
- D. Targets for Accomplishment 63
- E. Project Descriptions 68
- F. The 1969 Capital Budget and the Capital Program (1969-1974) 94

INDEX OF CAPITAL PROGRAM PROJECTS

NEW SCHOOLS — HIGH

Project Number	Name	Page Project Description	Page Program Funding
103	West Philadelphia-University City	68	94
104	West Philadelphia Area	69	94
105	Eastwick	69	94
204	North Philadelphia Area	73	94
205	Christopher Columbus	73	94
207	South of Vine Street	73	96
403	West of Schuylkill River	78	96
502	Edison High School Vicinity	82	98
503	William Penn	82	98
504	Kensington High School Vicinity	82	98
606	Northwest	85	98
708	Vicinity of Olney and Frankford High Schools	88	100
807	Northeast Philadelphia Area	90	100

NEW SCHOOLS — MIDDLE

Project Number	Name	Page Project Description	Page Program Funding
114	Jeannette MacDonald	69	94
115	George W. Pepper	69	94
117	Dr. John P. Turner	69	94
121	West Philadelphia Area	70	94
214	Fairmount Area	74	94
312	Stoddart	76	96
314	To Serve District 3	76	96
415	Connie Mack	78	96
416	North of Diamond Street	79	96
417	James L. McDevitt	79	96
418	Betsy Ross	79	96
419	Parkside Area	79	96
420	West of Schuylkill River	79	96
421	South of Lehigh Avenue	80	96
422	Tioga Area	80	96
514	East of Broad Street	82	98
515	2nd and Berks Vicinity	83	98
612	Central Germantown	85	98
615	Awbury Tract	86	98
616	West Oak Lane Area	86	98
712	East Oak Lane	88	100
713	Logan Area	88	100
811	Benjamin Rush	90	100
813	Austin Meehan	90	100
815	Between Washington and Northeast High Schools	90	100
816	To Serve District 8	91	100
817	To Serve District 8	91	100

NEW SCHOOLS — LOWER

Project Number	Name	Page Project Description	Program Funding
135	Longstreth	70	94
138	Morton	70	94
145	Samuel H. Daroff	71	94
149	Owen J. Roberts	71	94
150	J. Barry	71	94
233	Bache	74	94
247	Albert M. Greenfield	75	96
250	Eugene V. Alessandroni	75	96
255	North of Darrah	75	96
429	Hanna	80	96
430	Heston	80	96
435	Richard R. Wright	80	96
437	Overbrook	81	98
438	T. M. Pierce	81	98
444	Lehigh	81	98
526	Elkin	83	98
530	Hackett	83	98
533	Hunter	83	98
535	McKinley	84	98
539	Potter-Thomas	84	98
541	Sheppard	84	98
546	Vicinity of 2nd and Berks	84	98
637	Upper Roxborough	87	98
639	Steel	87	98
646	Oak Lane Area	87	98
740	Olney	88	100
748	Wright-Muhr	89	100
750	Cramp	89	100

ADDITIONS — HIGH

Project Number	Name	Page Project Description	Program Funding
101	Bartram	68	94
401	Gratz	78	96
601	Central	85	98
603	Roxborough	85	98

Project Number	Name	Page: Project Description	Page: Program Funding

ADDITIONS — LOWER

130	Harrington	70	94
132	O. W. Holmes	70	94
148	T. B. Read	71	94
153	Bryant	72	94
154	Cary	72	94
226	Childs	74	94
241	Poe	74	94
245	E. M. Stanton	74	94
251	Bregy	75	96
330	Kearny	76	96
342	Spring Garden	76	96
344	Taggart	77	96
443	Whittier	81	98
534	Ludlow	83	98
555	S. A. Douglas	84	98
629	Levering	86	98
630	Logan	86	98
742	Smedley	89	100
746	Ziegler	89	100
827	Holme	91	100
837	Comly	91	100

ADDITIONS — SPECIAL SCHOOLS

893	Shallcross Residential	91	100

CONVERSIONS

102	West Philadelphia High — Conversion to Middle	68	94
202	J. F. Kennedy Center	73	94

MISCELLANEOUS PROJECTS

001	Supportive Facilities	93	100
010	Alterations and Improvements	92	100
020	Furniture and Equipment	93	100
030	Special Education Facilities	93	100
040	Site Expansion and Demolition	93	100
060	Athletic Facilities	92	100
070	Administrative Facilities	92	100
090	Capital Program Administration Cost	92	100

ILLUSTRATIONS-MAPS-TABLES

		Page
Illustration 1	Non-Fire Resistant Buildings	8
Map 1	Racial Balance and Change (October 1966 - October 1967)	9
Map 2	Need for Renewal	10
Table 1	Overcrowded Schools by District	11
Map 3	Facilities Gap	12
Table 2	Lower School Planning Capacities	13
Table 3	Pupil Enrollment By Grade Group, By Race 1970-1980	15
Table 4	Estimated Kindergarten Enrollment	16
Table 5	Estimated Pre-School Demand and Enrollment	16
Table 6	Summary of Physical Planning Standards	20
Illustration 2	Instruction Material Center Plan - Lower School	26
Illustration 3	House Complex - Middle School	27
Illustration 4	House Plan - High School	28
Illustration 5	Master Plan - Northwest High School	32
Illustration 6	Anticipated Expenditures by Year	46
Illustration 7	Anticipated Expenditures by Purpose	47
Table 7	Borrowing Capacity	50
Table 8	Summary of Impact on Operating Budget	51
Illustration 8	Typical Operating Costs	54
Table 9	Projects Completed January 1, 1962 - June 30, 1968	56
Illustration 9	Projects Completed January 1, 1962 - June 30, 1968	57
Illustration 10	Total Expenditures Capital Budget	57
Table 10	Major Projects Under Construction	58
Table 11	Major Projects Under Study and Design	60
Map 4	City Wards by School District	62
Table 12	Targets for Accomplishment	63
Map 5	Existing Schools	64
Map 6	Schools in 1969-1974 Program	65

LETTER FROM THE SUPERINTENDENT

To the President and Members of the Board of Education

I am pleased to transmit to you my recommendations for the School District's Capital Budget for 1969 and its Capital Program for the ensuing years from 1970 to 1974.

For the past two years, the School District, under your leadership, has been embarked upon a massive campaign to overcome the pent-up space needs of Philadelphia's schools. This year, I can report that this space race is beginning to be won. For the opening of school this coming fall, we anticipate that there will be 5 new schools in operation and completed additions to 8 other buildings. Together with alterations and improvements to dozens of existing schools, renovation of space at such facilities as the Innovative Center at 5th and Luzerne Streets and other efforts mentioned in the report, a substantial inroad on the School District's major problem - overcrowding - will have been made.

In addition to these immediate results, some 16 new schools and 24 additions to existing schools are under design or construction at this time. These include 24 lower schools, 5 middle schools, 9 high schools and 2 special facilities. Thirteen of these new schools are scheduled to open in the fall of 1969 alone.

This remarkable build-up has been accomplished only through the support of the city's voters in approving a large bond issue and a substantial increase in our borrowing capacity for the past two years and by the efforts of the Board of Education and administration to live up to the ambitious targets set for themselves. The Capital Program for 1969-74 again asks for unstinting support to bring the total job one year closer to completion.

I want to stress one point that is made in the report that follows. The continuation of this Capital Program requires a corresponding build-up in the operating resources of the School District. To meet present schedules, substantial new sources of operating funds must be found to staff and manage the new schools. Unless such funds are made available, the pace of the building program will have to be sharply curtailed beginning with next year's program. We simply cannot afford to permit that to occur.

For the administration of the School District, I urge you to consider and adopt this recommended program. I pledge the full support of the School Administration in meeting its ambitious, yet essential, objectives.

Respectfully submitted,

Mark R. Shedd

Mark R. Shedd
Superintendent of Schools

I. INTRODUCTION

This report presents the School District's long-range Plan for School Facilities and, based upon it, a Capital Program for the years 1969 (July 1, 1968 - June 30, 1969) through 1974 (July 1, 1973 - June 30, 1974)*.

School buildings can have a profound effect upon the learning process by their attractiveness, their functionality, and their mere provision of the various spaces in which learning takes place. The absence of adequate space, by the same token, can cripple the best educational program, as Philadelphia well knows.

But buildings alone cannot do the trick in meeting the goals of a large urban school system. This report wants to make that fact very clear. Without sufficient operating funds and talented instructors and administrators, all the fine buildings in the world will not help Johnny to read or to find his way in 21st Century America. This perspective is hopefully made more clear in the light of the following statement of goals for the Philadelphia schools. The statement is being used in formulating this year's operating budget as well. Subject to continuing change and refinement, the statement is intended to guide the allocation of the School District's limited resources and to permit the schools and the community to choose from among the many different ways in which those goals may be achieved.

A. GOALS OF THE PHILADELPHIA SCHOOLS

I. LEARNING GOALS: These goals are an expression of the basic reasons for schools.

1. To develop in each student, by relevant, interesting and diversified instruction, a command of the basic skills and the ability to think clearly, communicate effectively and learn easily.
2. To help each student to be creative and to make cultural and recreational activities a part of his life.
3. To give each student a clear and honest understanding of the United States, including contemporary urban problems, historical interpretation and international relations.

II. COMMUNITY GOALS; These are goals shared with other groups and institutions in society.

1. To provide each student with an awareness of career alternatives and with the skills, motivation and assistance to choose his own future.
2. To make our schools as freely integrated and diversified as possible and to develop greater harmony among differing ethnic groups.
3. To develop more direct and effective systems of communication and involvement with the community and with government agencies at all levels.
4. To improve adult educational opportunities.
5. To improve mental and physical health so that each student respects himself and others and so that he can cope with his environment constructively.

Please Note:

*In previous reports since the School District converted to a fiscal year basis, year designations in Capital Program documents have remained linked to the calendar year. For example, last year's report was issued as the Capital Program for 1967-1972. A correction is being made with this year's report. Henceforth, the years noted will signal the end of the fiscal year, rather than its beginning. This practice is followed by the United States Government, private business and, very recently, by the City of Philadelphia. This, then, is the Capital Program for 1969 (July 1, 1968-June 30, 1969) to 1974 (July 1, 1973-June 30, 1974).

III. ENABLING GOALS. These goals represent internal management concerns which facilitate the achievement of learning and shared community goals.

1. To develop an efficient, responsive and flexible organization with the motivation, ability and resources to meet the needs of each student, each teacher and administrator and each school.
2. To engage in every effort to attract, train and retain the most competent personnel.
3. To improve the effectiveness of educational program planning.
4. To provide functional physical plants, in which teachers can utilize modern teaching methods and to which community residents will come.
5. To improve short and long-range planning and decision making.

B. HIGHLIGHTS OF THE REPORT

The School District's Proposed Capital Program for 1969-74, and the Plan for School Facilities upon which it is based, reflect the goals of the Philadelphia schools as well as the extraordinarily difficult circumstances facing all urban school systems in the nation today. This section presents the highlights of both the proposed capital program and the long-range plan.

Progress of the Past Two Years

The School District is entering the third year of its massive effort to overcome enormous deficiencies in its physical facilities. In 1966-67, the new Board of Education increased its building program from a previous high of $17,000,000 to a record $71,000,000. By the end of the current fiscal year, that figure will have risen to $80,000,000.

The first widespread results of the new building program will be realized in the fall of 1968. Five new lower schools are expected to open, together with completed additions to eight other buildings. The number of non-fire-resistant structures still in regular service will have been reduced from 64 to 55. Together, a minimum of 4900 new pupil places will be brought into service and do much to relieve the aggravations of overcrowding and the frustrations of obsolesence.

Another 31 new schools, additions and other projects will be in construction during the current fiscal year. Thirteen new schools are scheduled to open in the fall of 1969; others will follow close behind. These starts were made as part of the Capital Budgets of 1967 and 1968.

In the current year as well, nearly $2,000,000 in Federal funding has been secured for the development of the Hartranft Community School - the only school of its kind in the nation. Three school clusters, or education parks, are in detailed planning. A team is working on the important Model Cities program. In these and other cases, the involvement in planning of the entire school administration and the community is being sought. There is also extensive effort to work closely with the City Administration, especially the City Planning Commission, the Redevelopment Authority and the Department of Recreation.

In making these efforts, the School District has been able to establish its own capacity to supervise such a program. The local economy has been able to absorb the increased rate of construction. Most important, Philadelphia citizens have authorized the build-up with convincing "yes" votes. None of these tests had been passed when the program was first announced two years ago. They give the School District a confident mandate to continue this pace for the next six years, the time required to get the job substantially done.

The Facility Gap

Despite the efforts of the past two years, overcrowding and obsolesence still plague the public schools and dampen efforts to upgrade educational quality. The remaining facility gap addressed in the

Plan for School Facilities for 1980 is 17 high schools, 30 middle schools and 20 lower schools. When these schools are completed, the imbalance between available standard capacity in the schools and the projected enrollment of students will have been virtually eliminated.

The figures upon which the Facility Gap has been established have all been reviewed this year and take into account the continuing effects of change in the local birthrate, mobility, planning decisions made by the City and by non-public schools, and changes in school capacity. This year's City-wide enrollment projection for 1980 is 288,320 children in grades one through twelve as compared to 302,000 last year. This decrease is largely a reflection of a diminishing birthrate in the City.

Space Stretching

In order to make even swifter inroads upon the classroom shortage in the short-run, the program this year calls for a set of efforts to create several thousand spaces over and above those created by the opening of new school buildings in the fall of 1968. The primary source of these additional spaces will be the use of non-school buildings (e.g., the Innovative Center at Fifth and Luzerne Streets, temporary use of the Temple University buildings at Cheltenham Avenue and Sedgwick Streets, etc.). A decision to transfer district offices to leased or purchased space could yield some 1500 spaces, dependent upon the speed with which this program can be implemented. Further spaces will be temporarily available through authorization of dual shifts at an, as yet, unspecified number of senior high schools. These moves would be part of a comprehensive program of educational improvement for these crowded schools. Finally, approximately one thousand currently unfilled seats in the City's vocational-technical high schools will be the object of extensive recruitment efforts.

In addition, the number of support rooms (extra space used for music, art, rest, community and other purposes) will be more equitably distributed throughout schools in the system until optimum conditions can be arrived at through the building program. This step will create space in many schools where no such rooms now exist. Rental of space through the operating budget will continue to supply the needs of many children, especially at the kindergarten and pre-school levels.

Priorities

Each project contained in the Capital Program has been subjected to rigorous examination before establishing its relative priority. This year as last, a premium is placed upon construction of new classrooms, especially at the secondary level. Additional emphasis has been placed upon the programming of middle schools. The elimination of non-fireproof units continues to be a collateral goal of the overriding quest for space. Where permanent additions to existing buildings are included in the program, it is only where sufficient value is judged to remain in these buildings and where long-range plans show continuing need for use. This year's program reflects that policy. Some previously recommended additions have been dropped in favor of the construction of new schools.

To make way for this construction emphasis and yet to maintain a ceiling of $90,000,000 in capital expenditures for 1969, some projects have been forced to give ground. Additions that do not effect capacity have been pushed further back in priority. The development of new athletic facilities and swimming pools, with a few exceptions, has been de-emphasized. Alterations and improvements, as well as site expansions for existing schools have been curtailed--all for the sake of achieving as much space production as possible in the years immediately ahead.

Putting Educational Programs into New Buildings

Each project is the Plan for School Facilities is designed to implement the stated goals of the school system. As illustrated later in this report, the new buildings seek to establish an atmosphere conducive to learning on an individualized basis. The house plan, or school-within-a-school, is, as one example, being used in all middle and high schools under design. It aims to reduce the anonymity of large student units, and to permit teachers to work as members of an instructional team. The introduction of human scale is beyond compromise in these plans. While adding somewhat to the overall cost of the program, it is a commitment whose price is believed unquestionable in the urban school system of tomorrow.

All new buildings in the Capital Program are being designed to accommodate the gradual evolution of a pattern of grade organization based upon 7 years (pre-school, kindergarten, grades 1-4) in a lower school; 4 years in a middle school (grades 5-8); and 4 years in a high school (grades 9-12). The probable long-term benefits of this system warrant its being the direction of the long-range Plan for School Facilities. Growing national experience with early childhood education has demonstrated the urgency of building a strong continuity between giving a child a "head start" and a "follow through" in the first school years. This argues forcibly for a system of facilities to make this possible. The proposed lower school is designed to achieve this.

The logic of housing children in the in-between years (grades 5-8) in a facility designed for their special needs is growing in acceptance nationally and has shown extreme promise in starts already made in Philadelphia.

The merits of a comprehensive four-year high school are perhaps the clearest of all. Demonstrable benefits will be afforded the teenager for all curriculum in the four grades will prepare specifically for the years after school.

Preparation for the opening of new schools with new learning opportunities has been a subject of much attention by the School District this year. Early and systematic steps recently have been instituted to assure a well-staffed, well-organized program that is in keeping with the opportunities afforded in the new buildings. Instructional leaders are being named for new schools well in advance of their opening. Staff development funds are being allocated for the faculties of these units. In special cases, such as the new magnet high schools (William Penn and West Philadelphia-University City), foundation funds have been allocated two years in advance of their opening to assure a realization of program objectives and facility potential. Citizen involvement is also being encouraged in preparation for new starts.

Integration and Community Renewal

The Plan for School Facilities is based upon efforts to bring about full educational opportunity for the students of Philadelphia. Under the Plan the School District will seek locations for new schools that are likely to maintain or enhance racial integration in the long run. This is frequently possible at the secondary school level; because of patterns of residence, it is often difficult to do at the lower school level with small service areas.

During the past year, there has been growing tension between the goals of community mobilization and renewal and the integration of pupils. This is most clearly seen at the lower school level. This plan is an effort to balance the pressing need for community development and the pressing need for integration. It is an effort to find the delicate combination of these goals that will yield the greatest benefit for all.

An exhaustive review of feeder patterns, steps to further develop the effectiveness of the magnet school program, detailed development of education parks, a variety of efforts to develop a decentralized administrative system, connections with universities and other institutions: all are efforts that show promise of breaking down the artificial barriers between students and school communities. All will be further pursued in the years ahead.

During the coming year, additional efforts to work closely with the city's private and parochial schools will be made in order to develop meaningful educational experiences for all the city's children. This work is now guided by a joint committee on Community Educational Resources, consisting of School District, Archdiocesan and independent representatives. An increased program of shared time is proposed, as are continuance of many Federally-assisted projects that involve public, private, and parochial school children. The School District will continue to pursue all possible contacts with suburban school districts. A number of discussions have been initiated this year that will hopefully lead to cooperative experimental programs involving both pupils and personnel.

One new proposal in the Plan for School Facilities is the concept of the Parkway School: a new high school organization that would harness the combined resources of many of the City's cultural, civic, and industrial institutions in a unique educational program to serve public, private, and suburban school children. Benjamin Franklin Parkway would be its campus. Provided that the concept gains their acceptance, classroom space would be created in adjacent institutions. Instructors would come from the staff of the Franklin Institute, the Museum of Art, the Academy of Natural Sciences, city and state Government, and other nearby private and non-profit enterprises as well as the school system. Provided details can be worked out in full, a 1969 opening date is proposed for an entry class of 600 ninth graders.

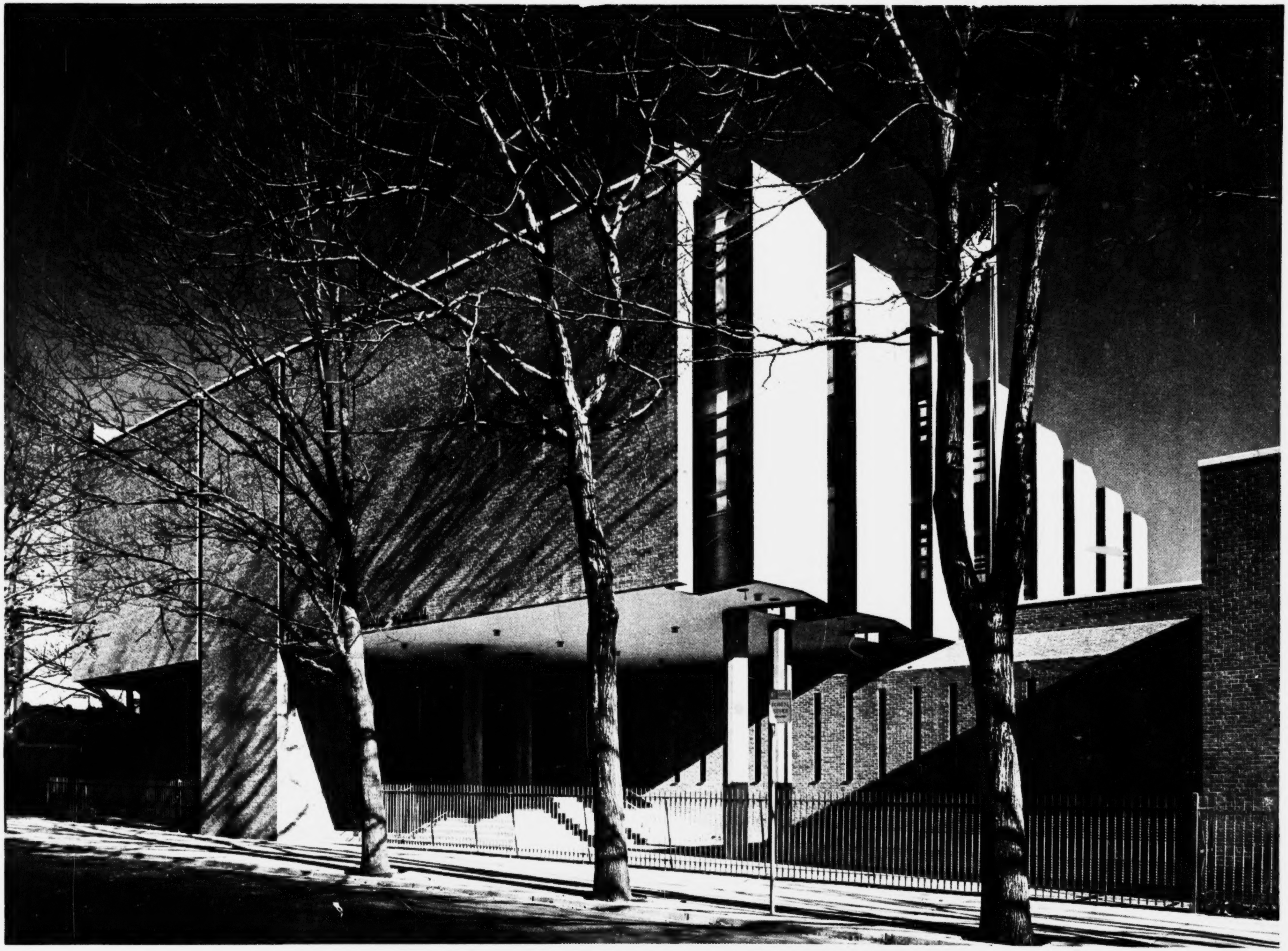
Problems Facing the School Building Program

Three major problems must be identified in this, the third year of stepped-up building activity: the difficulty of site selection, the continuing impact of cost increases, and the imminent need for additional operating revenues with which to support the products of the building program.

Despite increased efforts, the difficulties of site acquisition loom as a major problem to be faced this year and the years ahead. The built-up nature of the city, high land values, relocation problems, and, in a growing number of instances, sharp reactions by community groups, threaten to slow down the pace of the building program. The situation is not unlike difficulties faced in securing public housing sites. 1967 experience has led to a full-scale review of prevailing site standards; a full-year allowance for site selection and acquisition in scheduling all projects; and a diligent search for joint development opportunities in combination with other land uses such as housing or offices.

Recent bid prices for construction reflect the inflationary conditions of a wartime economy. Cost increases in 1967 alone require an upward adjustment of 6% on all costs estimated in last year's capital budget. For 1968, this is the equivalent of one entire middle school. The effect of this trend is to push back the scheduled completion of some hitherto scheduled projects. Other cost increases are attributable to a 1% allocation toward art in all new construction, and better estimating procedures derived from two years of experience in the design of new schools.

The third and greatest problem faced by the building program at this time is the uncertainty of obtaining future operating revenues needed to staff new schools in future years and to retire the indebtedness incurred by the program. This report contains a projection of the operating cost implications of the new program. For 1967 and 1968, the source of these funds is foreseeable, principally from the State Government. Beyond that date, the School District must remind the citizens of Philadelphia that new revenues must be found from local, state or federal sources. The impossibility of anticipating these funds is the principal reason why spending levels remain essentially unchanged from last year's program. Given enormous needs and public clamor for a solution to them, the School District has no intention of cutting back the scope of this year's program. If, however, substantial progress in locating new operating revenues is not made in the coming year, the projected level of capital spending will have to be adjusted accordingly. The ultimate decision on this dilemma, of course, rests with the citizens of Philadelphia.



BENJAMIN B. COMEGYS SCHOOL
51st and Greenway Avenue

Addition
Completed April 1967

II. THE PLAN FOR SCHOOL FACILITIES

Last year, the Plan was prefaced by the statement that "overcrowding blocks innovation, makes a mockery of open enrollment, and prevents a more fluid assignment of pupils." This year's experience, particularly in the City's high schools, has indicated that overcrowding has even more detrimental effects. It leads to tensions, anonymity, and personal disorganization among students and teachers. It severely strains the very viability of the school system.

The aim of the Plan for School Facilities is to correct these conditions and to provide a proper setting for educational programs to take place. It is to provide a framework for generating needed space in an economic, well-conceived manner, sensitive to the added stipulation that schools in urban centers must seek to extend the opportunity for all children to learn in a complete, realistic school environment.

This Plan has been developed to become a component of the City of Philadelphia's Comprehensive Plan for Physical Development. This requirement was established by Section 12-307 of the Educational Supplement to the Home Rule Charter, adopted by the City's voters in May 1965. The Plan is also being submitted to the State Department of Public Instruction to meet the requirements of its Long Range Developmental Program.

A. SUMMARY OF PRESENT CONDITIONS

The extent of the School District's space problems may be gauged from a review of several critical indicators: (1) the age and condition of existing structures; (2) the presence of certain key physical facilities, such as play areas; and (3) the extent of overcrowding. Other key background information pertains to existing patterns of racial balance in the schools and socio-economic patterns for the City of Philadelphia.

Age and Condition of Present Schools: Philadelphia's school plant is relatively old. When the current building program began, there were 64 schools, or portions of schools that had been built prior to 1906 and were non-fire-resistant in construction. That number will have been reduced to 54 by 1968. Elimination of the remaining buildings is an object of priority attention in the building program. For the most part, these schools tend to be located in older sections of the city where overcrowding, low pupil achievement and de facto segregation are also concentrated. (See Illustration 1)

Another 67 schools, although fire-resistant in construction, will be more than fifty years old by 1975. Many will require extensive modification and improvement to make them capable of serving future school needs: others, which cannot be satisfactorily modernized, will be replaced.

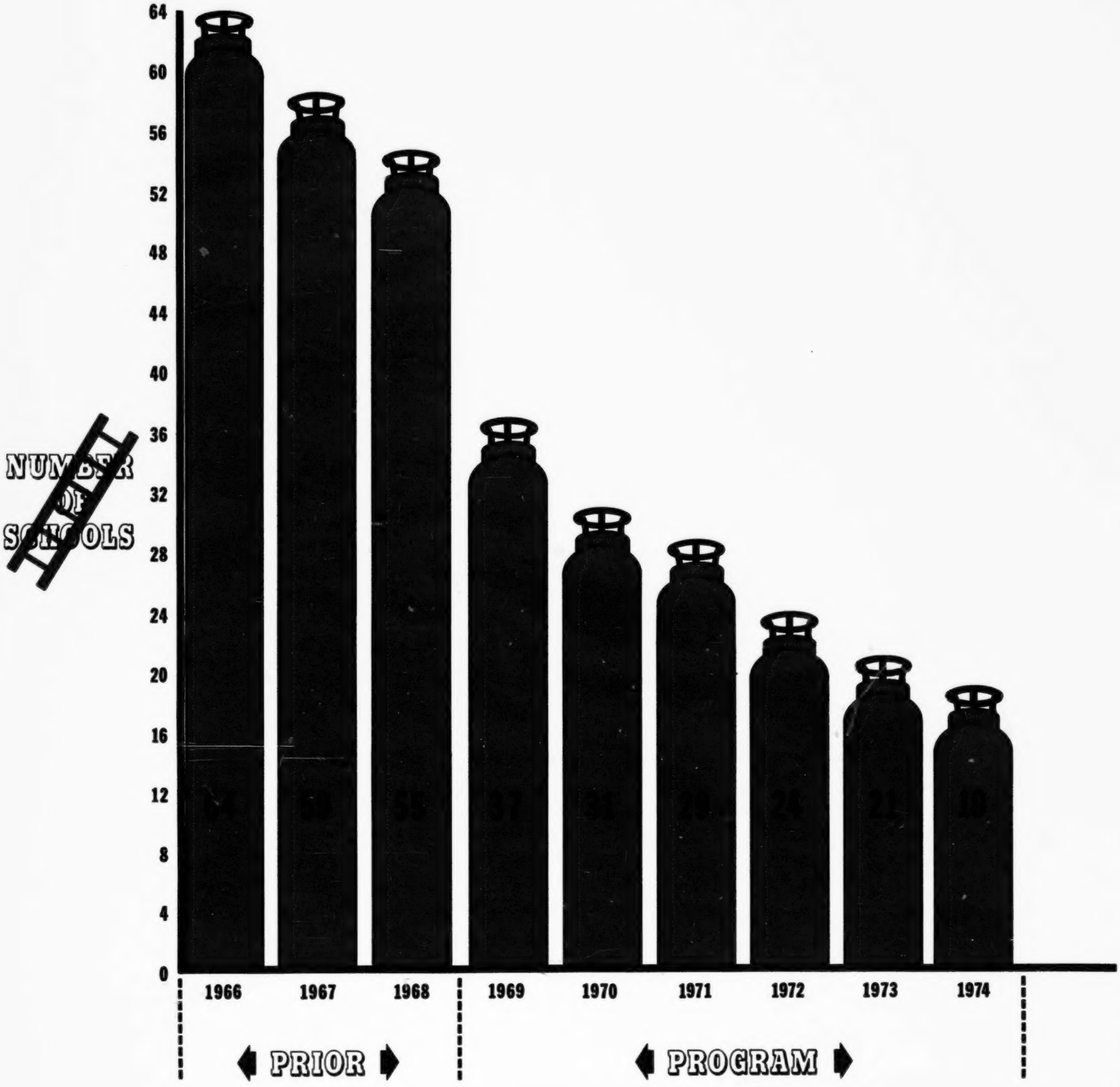
Site Area Standards: The site area standards in use by the School District have been endorsed by the City Planning Commission. (They are described in a later section.) In the majority of cases, these standards have been met under the current building program. However, a very serious question remains regarding existing schools. A recent survey reveals that the vast majority of these schools have severely substandard sites. In many cases, schools with small sites also serve student populations beyond optimum size. In fully 75% of the cases, expansion to near standard size would require the acquisition of private homes. The need for additional space for recreation, parking and general appearance is, therefore, complicated by the economic and social costs of relocation.

Overcrowding: Overcrowding is the most critical indicator of present space shortages. No other figures indicate more clearly the job that lies ahead. As Table 1 indicates there are too many situations in which enrollment far exceeds the existing capacity of a given school.

Patterns of Racial Distribution in Existing Schools: With necessary integration a basic goal, existing patterns of racial balance in individual schools become a consideration in constructing a

ILLUSTRATION 1

ELIMINATION OF NON FIRE RESISTANT SCHOOL BUILDINGS



LEGEND

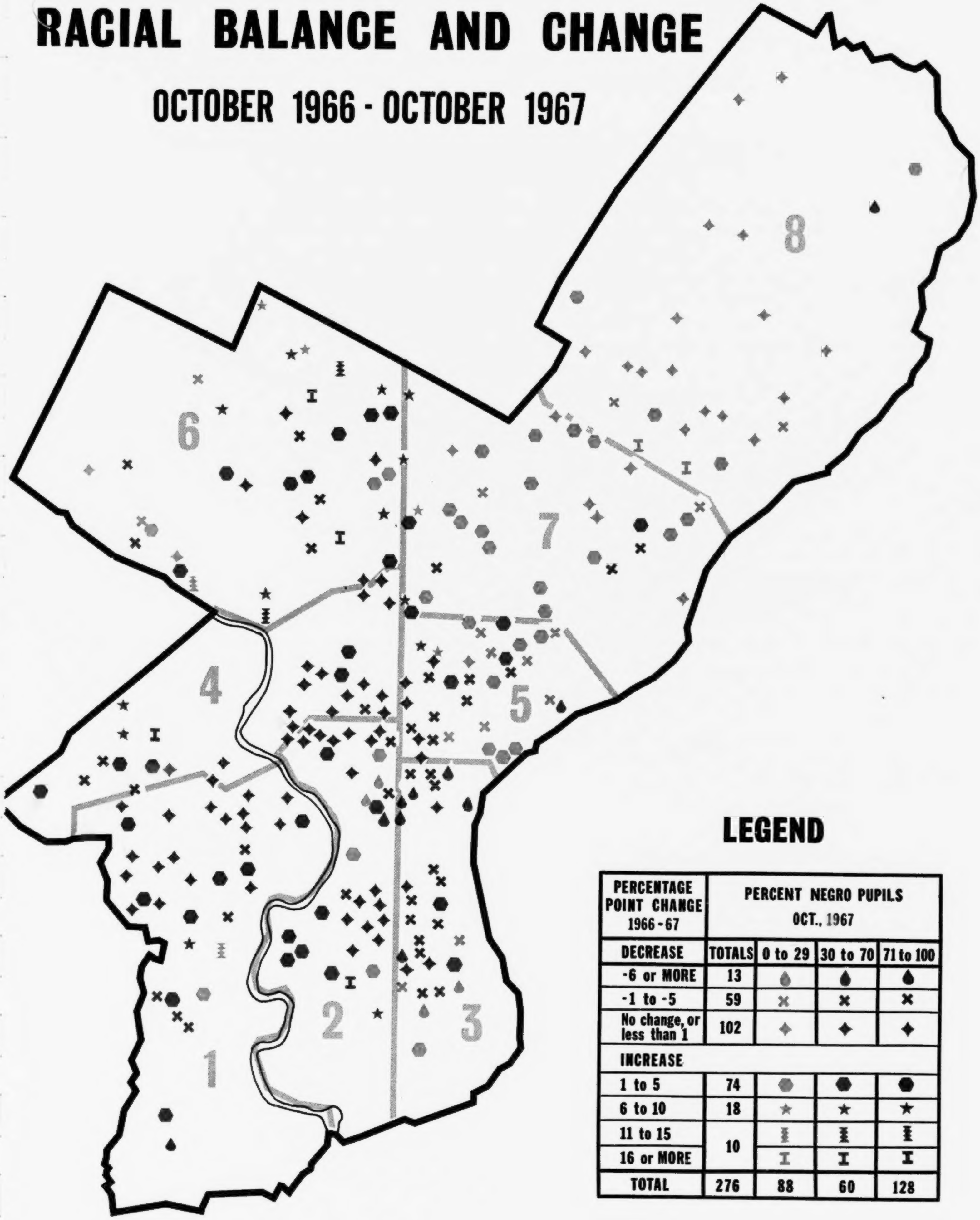
NON FIRE RESISTANT SCHOOLS REMAINING IN REGULAR SERVICE ON JUNE 30 OF YEARS SHOWN

SOURCE: SCHOOL FACILITIES

MAP No. 1

RACIAL BALANCE AND CHANGE

OCTOBER 1966 - OCTOBER 1967



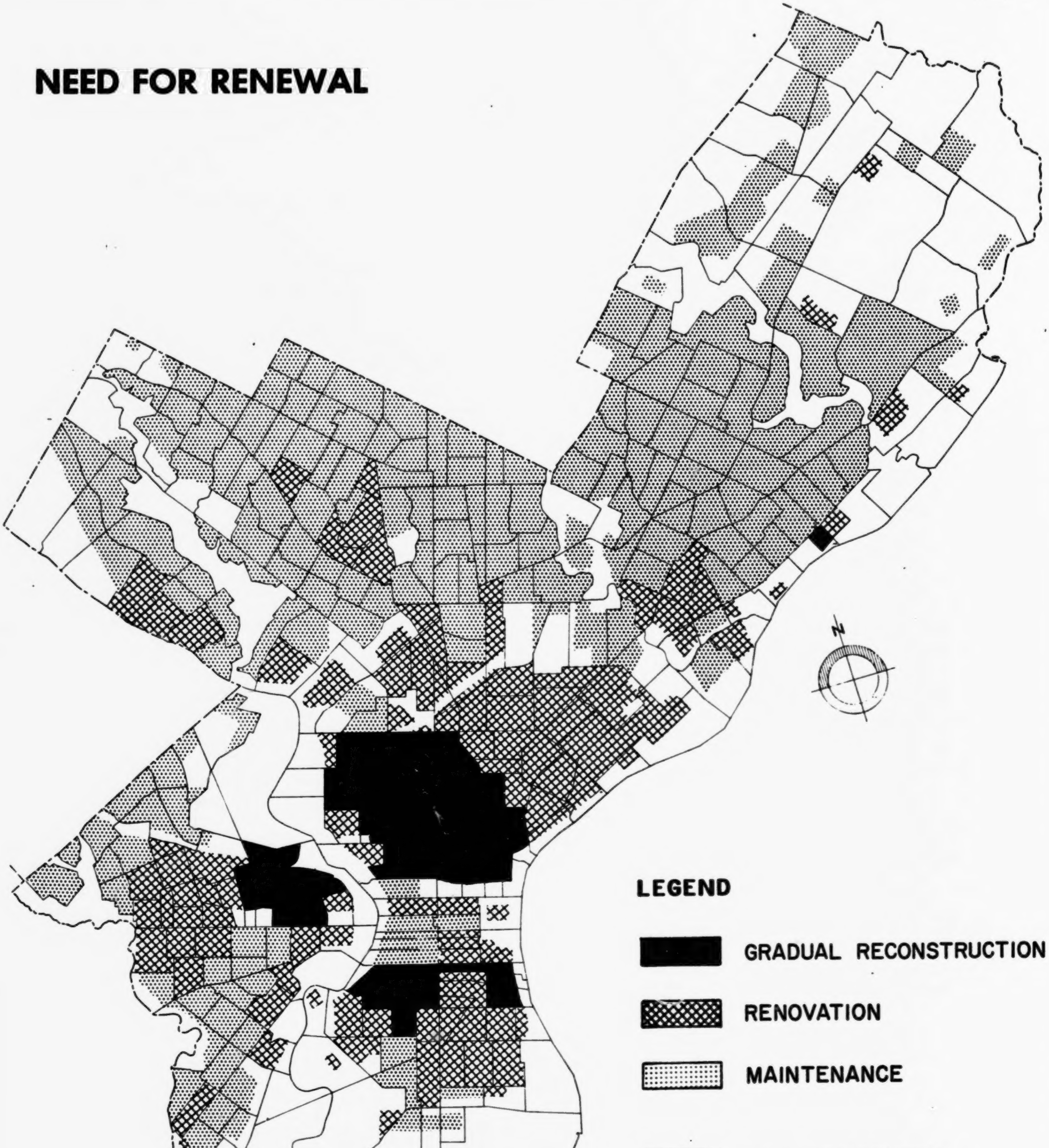
LEGEND

PERCENTAGE POINT CHANGE 1966-67	PERCENT NEGRO PUPILS OCT., 1967			
DECREASE	TOTALS	0 to 29	30 to 70	71 to 100
-6 or MORE	13	💧	💧	💧
-1 to -5	59	×	×	×
No change, or less than 1	102	✦	✦	✦
INCREASE				
1 to 5	74	⬢	⬢	⬢
6 to 10	18	★	★	★
11 to 15	10	Ξ	Ξ	Ξ
16 or MORE		I	I	I
TOTAL	276	88	60	128

SOURCE: OFFICE OF RESEARCH & EVALUATION
AND SCHOOL PLANNING

MAP 2

NEED FOR RENEWAL


N
LEGEND
■ GRADUAL RECONSTRUCTION
▩ RENOVATION
▒ MAINTENANCE
☐ NON-RESIDENTIAL

DATA BASED ON 1960 RESIDENTIAL CENSUS TRACTS

TABLE 1

OVERCROWDED SCHOOLS[1] — NUMBER AND PERCENT BY DISTRICT — BY SCHOOL LEVEL — 1967-68

District	Elementary		Middle Junior High[2]		3 & 4 Year Senior High[2]		Vocational High[3]	
No.	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
1	17	65%	3	75%	2	100%		
2	9	33	1	25	2	100		
3	1	5	1	25	1	100	--	—
4	16	67	5	100	2	100	--	—
5	16	67	4	100	2	100	--	--
6	24	89	3	100	1	25	--	--
7	11	38	2	100	1	50		
8	15	68	2	100	3	100		
Total	109	54%	21	84%	14	78%		

---

1. Special class centers are excluded.

2. Overcrowding at this level was measured by comparing the enrollment and the 'Normal Day' capacity. Many of these schools now operate on a multi-shift basis which expands the capacity of the school and reduces the actual overcrowding in each classroom.

3. There are no vocational high schools in Districts 1, 2, 7, 8.

Source: School enrollments used were "average number on roll during month" -- November, 1967 (Form E-15). Elementary school capacities used were the operating capacities for 1966-67 from Elementary School Capacities, (October 1967) adjusted a) to include in the 'kindergarten and above' capacity, the capacity of rooms allocated in that report for pre-kindergarten use and b) to take into account construction completed by 1967-68. Secondary school capacities used were "Normal Day" operating capacities for 1966-67 from Secondary School Capacities, (February 1968) adjusted for construction completed by 1967-68.

long-range plan. Map #1 shows the picture as of October, 1967. It reveals that 60 administrative units have a student population between 70 and 30 percent within one racial grouping. School units exceeding that number total 216.

Socio-Economic Structure of the City. Map #2 is a composite picture of current housing, employment, income and educational needs. Published by the City's Community Renewal Program in 1967, it illustrates the need for overall renewal that faces Philadelphia and that is inseparable from a solution of school needs.

B. THE FACILITY GAP

The Plan for School Facilities has as its primary goal the provision of standard classroom space with all desirable auxiliary facilities for all children in the school system. Within a system in which there is marked overcrowding, in which many buildings are obsolescent by virtue of age, and in which non-fire-resistant structures still house substantial numbers of children, a large gap exists between this goal and the current inventory of standard classroom space.

In computing the facility or space gap which the School District must meet between 1969-70 (at which time many new schools now in construction will be ready) and 1980, two important estimates were compared:

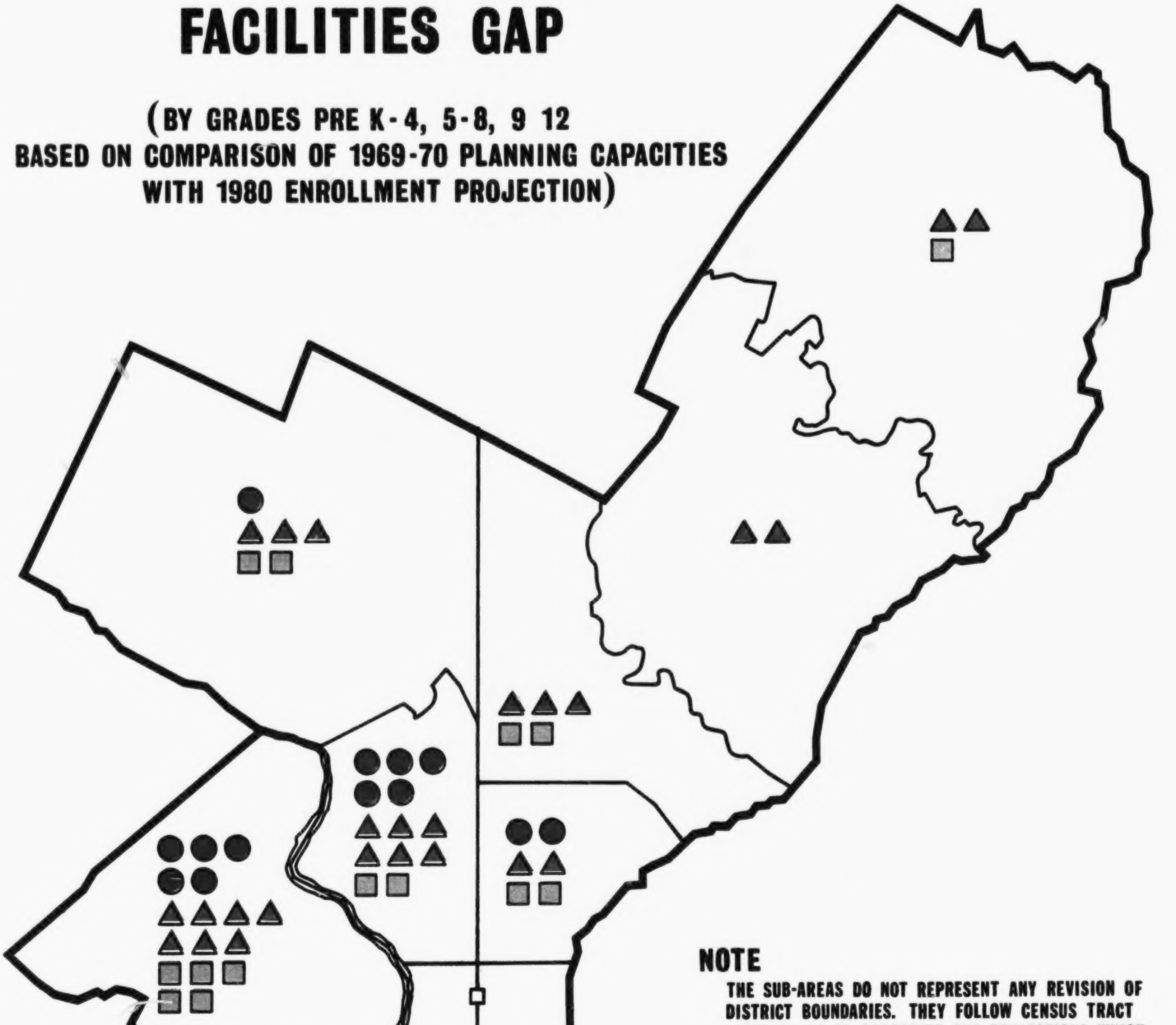
(1) The standard, non-fire-resistant, permanent space within the system as of 1969-70 and expected to be available between that date and 1980;

(2) Student enrollment projections for 1980 and for intervening years.

MAP 3

FACILITIES GAP

(BY GRADES PRE K-4, 5-8, 9 12
BASED ON COMPARISON OF 1969-70 PLANNING CAPACITIES
WITH 1980 ENROLLMENT PROJECTION)



NOTE

THE SUB-AREAS DO NOT REPRESENT ANY REVISION OF DISTRICT BOUNDARIES. THEY FOLLOW CENSUS TRACT LINES SO AS TO AGGREGATE THE PROJECTIONS WHICH WERE CARRIED OUT BY TRACT GROUP. THESE AREAS WERE FOUND TO BE MOST CONVENIENT FOR SUMMARIZING BOTH PROJECTIONS AND CAPACITIES.

LEGEND

LOWER	●
MIDDLE	▲
HIGH	▨

SOURCES: ELEMENTARY SCHOOL CAPACITIES, OCT., 1967: REPORT TO THE OFFICE OF DEPUTY SUPERINTENDANT FOR PLANNING
SECONDARY SCHOOL CAPACITIES, FEB., 1968: REPORT TO THE OFFICE OF DEPUTY SUPERINTENDANT FOR PLANNING
1968 ENROLLMENT PROJECTIONS, 1970-1980, DIVISION OF RESEARCH

The available capacity in 1969-70 has been used as a base for computing the facility gap because many schools now well into planning or construction will be ready by that date. In addition, use of this figure gave comparability with enrollment projections for 1970.

The facility gap represents the difference between (1) and (2) above. As indicated in Map #3, there is an estimated need for an additional 16 high schools, 30 middle schools and 20 lower schools by the year 1980, plus additions to many buildings. When schools in the 1969-74 proposed Capital Program are completed, the only outstanding need for additional space will be three lower schools and two high schools. The high schools will be required only if a marked decline in the current dropout rate is realized.

School Capacities- Standards were established this year by which capacity has been measured in all existing schools on an individual basis.

The planning capacity of a school represents a standard of space utilization at a time when all schools have closely comparable amounts of space for required functions. For lower schools, the method for allocating planning capacity is shown in the table below.

TABLE 2

LOWER (ELEMENTARY) PLANNING CAPACITIES

Standard Size Classroom used for:	Planning Capacity
Grade classrooms	30
Kindergarten	50 (25/class; half-day sessions)
Pre-kindergarten	40 (20/class; half-day sessions)
Special Classes	18

In addition, for each school space has been reserved for various required facilities: general office, library or instructional materials center, infirmary or health suite, diagnostic and testing rooms, teacher areas, etc. In schools where such rooms have not been especially designed, equivalent areas in classroom space have been reserved in order to build an equitable distribution of space use throughout all schools. This step was not taken in last year's plan and represents a major advance in estimating future capacity.

Beyond these basic allocations, the number of rooms for general classroom use, for kindergarten, pre-kindergarten, special class and support purposes has been determined for each individual school, and not on the previous across-the-board formula. The determining factor has been the total number of classrooms in a given school. For example, a standard of two pre-kindergarten classrooms (four half-day sessions) was retained from last year's plan, except for schools with less than 19 rooms. These were allocated one such room in order that the number of children attending pre-school would have room to proceed through the grades of that school. A similar allocation formula was employed for kindergarten, special class and general support rooms. The results are contained in a report entitled Elementary School Capacities (October 1967), prepared for the Office of the Deputy Superintendent for Planning.

For secondary schools, where students move from room to room for classes, the capacities of the schools have been calculated by a different method. Essentially, capacity has been determined by the relationship between the number of pupil stations in the instructional area of the school and the capacity of the school's pupil dining facilities. For each secondary school, therefore, capacity has been estimated as the lesser of the following: (a) 85% of the pupil stations or (b) three times the school's dining capacity. An optimum of 25 pupils per classroom has been used to determine the number of pupil stations in all general classrooms. Details are contained in a report entitled Secondary School Capacities (February 1968), prepared for the Office of the Deputy Superintendent for Planning.

Student Enrollment Projections - Pupil enrollment projections constitute a vital element in the School District's planning program. Not only is it necessary to identify short-run trends in current enrollments but long-term changes in the size and composition of the pupil population must also be projected.

In the preparation of last year's capital program, covering the period 1967-72, the Board of Education authorized a review and critical analysis, by a firm of outside consultants, of the enrollment projection prepared jointly by the City Planning Commission and the Board in 1964. Based on the consultant's findings, a revised projection produced an estimated 1980 city-wide enrollment of slightly more than 300,000 pupils.

But subsequent review and analysis of the new figures indicated that the estimated enrollments had an upward bias, introduced by the use of birth data for the period 1957-1959 and 1959-1961. More recent data for the city show a steadily declining trend in total births and in the birth rate from 1960 through 1966.

In the preparation of the 1969-74 Capital Program it was decided, therefore, to revise the consultant's estimates on the basis of the more recent birth data. The net effect of the adjustment is to reduce the estimated 1970 and 1975 enrollment by approximately 4.5 percent and the 1980 estimate by 5.0 percent. The reduced figures represent not only the lower birth rates but also changes in the proportion of pupils attending non-public schools and recent changes in development patterns. (See Table #3).

Grades 1 - 12 - For planning purposes, then, the revised 1980 city-wide public school total is estimated at 288,300 for grades 1-12, broken down to 103,300 in grades 1-4, 91,600 in grades 5-8, and 93,300 in grades 9-12 in 1980. Comparable figures used last year were a total of 302,000, broken down to 110,200 in grades 1-4, 98,100 in grades 5-8, and 93,700 for grades 9-12. Furthermore, last year's plan sought to serve only 81,200 high school pupils by 1980 on the grounds that today's drop-out rate would not have been substantially corrected by 1980. This year's plan accepts the full estimate but points out that the number of new high schools required to support that estimate will depend upon the success of efforts to retain eligible pupils through graduation.

Kindergarten Capacity and Enrollments — Projections for kindergarten are difficult to make because attendance is voluntary. The provision of space governs the number of children in kindergarten. It is the firm policy of the Board of Education to accommodate all children whose parents wish them to attend kindergarten and, in the past two years, prefabricated and rental space has been used to expand the program. More than 25,500 children now attend. Not all of these children go on to attend the public schools.

Two separate estimates of kindergarten population in 1980 have been made and compared. Approximately 53% of all five year olds attended kindergarten in 1965. Applying this figure to the projection of five year olds for 1980 yields a figure of 23,000, somewhat less than today's attendance levels. A second estimate was made by estimating the likely first grade population in 1980 and by assuming that kindergarten population would be closely comparable. This method produced a figure of 26,000. The latter, or higher figure, has been used in preparing the Plan for School Facilities. In addition to providing for 26,000 spaces in permanent facilities, an additional 9,500 spaces could be provided in 1980 through continued use of remountable classrooms and space in certain underutilized schools.

Pre-School Capacity and Enrollments — Like kindergarten, education of three and four year olds is voluntary so that future attendance cannot be produced with accuracy. In framing the Plan for School

TABLE 3

PROJECTED ENROLLMENT, BY GRADE GROUP, BY RACE, 1970-1980

	Grades 1-4	Grades 5-8	Grades 9-12	Total Grades 1-12
1970				
White	34,430	35,125	35,280	104,835
Non-white	59,070	54,750	45,995	159,815
TOTAL	93,500	89,875	81,275	264,650
1975				
White	33,765	29,815	37,895	101,475
Non-white	63,225	56,725	52,100	172,050
TOTAL	96,990	86,540	89,995	273,525
1980				
White	30,765	28,530	33,395	92,690
Non-white	72,575	63,110	59,950	195,635
TOTAL	103,340	91,640	93,345	288,325
Decennial change, 1970-1980				
White	-3,665	-6,595	-1,885	-12,145
Non-white	+13,505	+8,360	+13,955	+35,820
TOTAL	+9,840	+1,765	+12,070	+23,675

Source: Office of Research and Evaluation, Department of Administrative and Survey Research

Facilities this year, it has been assumed that about 20% of the 1980 grades 1-4 enrollment would attend pre-school and that this enrollment would reflect the proportion of grades enrollment throughout the city. Space for 21,000 pre-kindergarten children is thus allocated in the Plan in permanent facilities.

Today about 5,500 children attend pre-school classes in Philadelphia. Classrooms are largely in rented quarters. Continued use of rented quarters could expand the numbers served in permanent facilities under the Plan.

Capacity and Enrollments — Handicapped Children — The special needs of handicapped children are currently under examination by a broad-based study team. The results of that study, due in July, 1968,

TABLE 4

ESTIMATED KINDERGARTEN ENROLLMENT

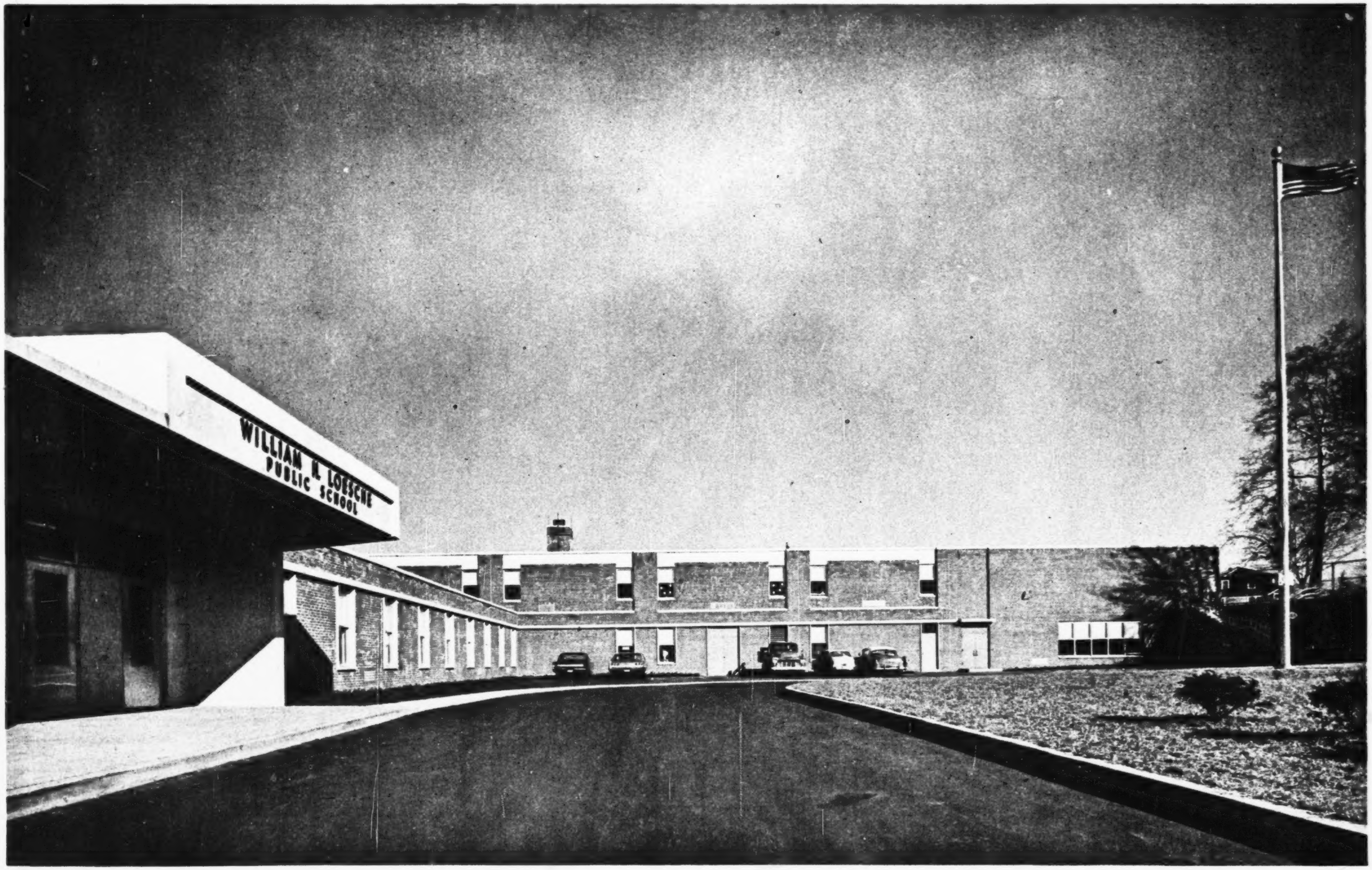
	1970	1980
5 year age group for entire City	38,000	43,000
Expected public kindergarten enrollment	25,000	26,000
Capacity in permanent facilities	16,400	26,000
Capacity in remountables	2,500	2,500
Capacity in underutilized schools	------	7,000
Total possible capacity (exclusive of rentals and conversions)	18,900	35,500

TABLE 5

ESTIMATED PRE-SCHOOL ENROLLMENT

	1970	1980
3 and 4 year age group for entire city	82,000	94,000
Capacity in permanent facilities	12,000	21,000
Capacity in Rented Space (now used for Get Set program)	5,500	5,500
Total possible capacity	17,500	26,500

will provide the basis for an overall plan for meeting the requirements of these children. At present, about 10,000 pupils are being educated in special classes, either in regular school buildings or in special school organizations.


WILLIAM H. LOESCHE
PUBLIC SCHOOL

WILLIAM H. LOESCHE
Tomlinson Road and Bustleton Ave.

New
Completed March 1967

E. SPENCER MILLER PUBLIC SCHOOL

E. SPENCER MILLER SCHOOL
43rd Street and Ogden

Replacement
Completed June 1967

C. THE PLAN

In Part I of the Report, a statement of the overall goals of the school system was presented. In the previous section, present and future conditions faced by the School District have been treated. In this section, a Plan for School Facilities is presented that is in harmony with those goals and that squarely addresses the future requirements of the School District if it is to meet the facility gap.

Physical Planning Standards

With a single exception (see next paragraph), the Plan this year is based upon physical planning criteria that have been jointly adopted by the City Planning Commission and the School District. These standards govern site area, size of student body, service radius, and play area. While most readily met in developing new sites, the same standards also guide improvement to existing facilities. In both cases, their application must take into account the costs, both economic and social, of displacing families and businesses in already-developed areas. By accepting these standards, the Board of Education and its staff force themselves to make every effort to achieve optimum conditions. Under the City Charter, the City Planning Commission is consulted before making final determinations.

The one slight change in standards from previous years is the optimal size of middle schools, previously set at 1500 students. Experience in the design of some 7 middle schools this year indicates that 1650 is a more optimal figure in terms of space utilization and educational advantage. The figure assumes a breakdown of that student population into house units of approximately 400 students.

Growing experience also reveals the extreme difficulty of meeting all criteria in all instances. This is particularly true in obtaining optimal acreage for new high and middle schools. In the years ahead, this is viewed as a problem of mounting intensity. For this reason, the School District is currently reexamining these standards, again in close conjunction with the city. Alternative patterns of siting schools are a key component of master plan studies now underway in several sections and of the three education park studies authorized in last year's Capital Budget. Conservation of land, without adversely affecting educational programs, is their keynote. Joint utilization of recreation space with other schools and City agencies is being further pursued. Joint development of structures for school and other purposes in actively under examination. When and if modifications in the current standards are proposed, they will be made the subject of public discussion before the Board of Education is asked to endorse them. In the meanwhile, efforts will continue to be made to attain the adopted standards.

The Educational Basis of the Plan

The plan is also built upon a concept of grade organization: that is, how many grades will be within a given administrative unit. That decision, in turn, rests upon educational considerations.

The School District of Philadelphia has as a primary goal a high degree of individualized instruction, so as to serve the unique qualities of each student and, thereby, maximize his achievement. This thrust pervades the system's emphasis upon early childhood education, the growth of team teaching, the concept of an interrelated curriculum from grade 1 to grade 12, and the instructional materials centers which allow for a high degree of guided, independent work. All are steps that underscore the need to view the future assembly of space with the individual student – not the classroom – as the central unit.

As a city-wide goal, a system of schools operating under the 7-4-4 pattern of grade organization is best felt to fit the spirit of this goal of individualized instruction. The plan is pointed in that direction although it is recognized that such a pattern will take shape only over a number of years as space is created.

Under the 7-4-4 pattern there will be lower school units housing pre-kindergarten, kindergarten, and the first four grades, middle schools housing grades five through eight, and high schools comprising grades 9 through 12.

TABLE 6

SUMMARY OF PHYSICAL PLANNING STANDARDS

TYPE OF SCHOOL	SITE AREA Minimum	SITE AREA Maximum	SIZE OF STUDENT BODY Minimum	SIZE OF STUDENT BODY Optimum	OPTIMUM NUMBER OF STUDENTS PER CLASSROOM	SERVICE RADIUS	PLAY AREA
LOWER SCHOOL Grades: N-4 or N-6	3 Acres	7 Acres	600	960*	30	3/8 to 1/2 mile walking distance	1-1/2 Acres
KINDERGARTEN					25		
Nursery					20		
INTERMEDIATE SCHOOL Grades: 5-8 or 7-9	10 Acres	20 Acres	1000	1650	25	1/2 to 1-1/2 mile Not more than 1/2 hour travel time	4 Acres of turf and 1-1/2 acres paved for all-weather use
HIGH SCHOOL Grades: 9-12 or 10-12	20 Acres	35 Acres	1800	3000	25	1 to 2 miles Easily accessible by public transit	6 Acres of turf and 1-1/2 acres paved for all-weather use
							Athletic Field: 13 acres

*Includes 40 pre-school and 50 kindergarten students in each of two half-day sessions.

The Lower School- The School District's commitment to provide an early start for school children is seen in current efforts to provide kindergarten for all and to extend the program for three- and four-year olds which has shown such promise in the Get Set program. The common objective of both these programs is to afford a rich learning experience to children so that they can enter the regular school years with greater readiness to learn and adjust. The need for greater continuity between these programs and the primary grades has been documented in recent studies and is the present subject of nationwide attention.

In Philadelphia, both pre-school and kindergarten programs are well beyond the pilot program level of commitment. The question is how best to meet the space requirements of these programs. In the long-range Plan, the suggested answer is to provide space for pre-school and kindergarten classes in the same administrative units that supervise grades 1 through 4 rather than have them, as is now the case, as disconnected units in rented or portable space. These lower schools would then provide a framework not only for a meaningful head start but a successful follow-up. This goal is already in practice at the Hunter School in Kensington and the Morton and Patterson Schools in Southwestern Philadelphia. As space permits, more lower school units will be formed.

The Middle School – A growing body of evidence and expert opinion supports the ideal of a middle school for children between the early grades and high school adolescence. Once argued as an alternative to the known inadequacies of the junior high school, the middle school is now clearly seen to have its own rationale. It is a school where learning to read begins to be replaced by reading to learn; where the social and emotional needs of today's faster maturing pre-adolescents are given full recognition; where individualized instruction can be properly introduced through team teaching and specialization; and where exposure to career opportunities and choices can begin.

As a result of starts made in 1966, the School District is currently operating two middle schools (Tilden and Conwell) and has completed design for the first new middle schools (the Benjamin Rush School in the Northeast and the Clarence Pickett School in Germantown). A constant stream of visitors to the existing schools is evidence of growing interest in what they are doing; the steady increase of local parental interest in the middle school is another indication. To make sure that these starts are successful ones, the School District continues to have the middle school program under continuing research and evaluation.

The High School - The arguments advanced for the middle school are given further support when related to the generally agreed-upon advantages of a four-year high school. The four-year high school offers the opportunity and depth of instruction for the student headed for college and career; it permits the fuller use of certain specialized facilities such as laboratories, machine teaching and large-group instruction; finally, it would allow for a greater emphasis on career development, including occupational information and some work experience.

It is again emphasized that the proposed pattern of grade organization will take many years to achieve and may never be totally effectuated before still newer ideas call for fresh approaches. Nevertheless, the 7-4-4 pattern is accepted as the best basis for construction of this plan and one against which progress can be continually judged.

Design Criteria to Meet Educational Requirements

Design criteria are prepared for each new school in order to translate educational goals into spatial and architectural terms. Each building included in the Plan for School Facilities is based upon advanced concepts of school design, developed by a team of School District personnel, supported by nationally recognized consultants. Before a start is made on a new building, intensive efforts are made to anticipate the educational program that will take place within it. With every new building, lessons are learned and, therefore, the design criteria continue to evolve year by year.

Maximum future flexibility is the keynote of a large construction plan and the primary factor underlying prevailing building criteria. Flexibility is essential to assure that buildings designed today may be easily adapted to the curriculum and teaching techniques of the future. Economics in construction are achieved by compact design, wise selection of building materials and drastic reductions in non-educational spaces such as corridors and boiler rooms.

Efforts are continuing to bring to the City the best results at least cost. The feasibility of building schools with systematized, pre-selected components has been initially explored with the assistance of the Educational Facilities Laboratories, Inc. Current work in education park planning is also exploring economics in both time and money that can result from a systems approach to school construction.

Design Criteria - The following design criteria have been incorporated into all new facilities planned by the School Facilities Division. These criteria have withstood continued review and evaluation.

1. MAXIMUM FLEXIBILITY

Today's trends in staff utilization and teaching techniques have implications for interior space allocations and their arrangement. One consistent trend is toward varied grouping of pupils in order to tailor the course of instruction to the individual student. The design of such flexible spaces is a challenge the School District presents to its architects.

Classrooms arranged in clusters with open space between them make it possible to form instructional groups of varying size for differing educational programs. Team teaching is greatly facilitated through the arrangement of clusters which encourage teachers to confer and plan their teaching time as well as to utilize their individual talents.

Compact building design greatly assists this process. A building that contains a minimum of permanent interior walls can be made more readily adapted to educational changes of the future.

2. PROVISION FOR VARIABLE GROUP INSTRUCTION

Four basic classifications of space are required in new facilities to accommodate the educational program:

a. General purpose classrooms designed to accommodate approximately 25-30 students each. These spaces should be grouped together in complexes of four or more classrooms.

b. Large-group lecture rooms to accommodate activities carried out in groups of 75-150, such as illustrated lectures, special demonstrations, testing, presentation by guest speakers, televised lessons, and motion pictures.

c. Seminar spaces to accommodate 10-15 students and a teacher engaged in in-depth exploration of concepts, analytical discussions, conferences, reporting and panel discussions.

d. Laboratory spaces to include groupings of students of 24-28 for courses in science, shop, homemaking, business, etc.

3. PROVISION FOR CENTRAL INSTRUCTIONAL MATERIALS CENTERS IN EACH SCHOOL

The instructional materials center serves in many ways:

1. As a learning center for library activities; a reading room for required reading, research and reference projects.
2. As a resource center which contains professional material and supplies for teacher use.
3. As a materials center which houses all types of audio-visual materials and equipment needed for good teaching and productive learning.
4. As a location for independent study and research by both pupils and teachers.

Through the use of a wealth of selected materials in both printed and audiovisual media, pupils can be expected to secure both depth and breadth of information, discover perhaps new hobbies, be stimulated toward wider recreational reading and pursue independent investigations in scientific, historical, mathematical and kindred fields.

The very design and appearance of the instructional materials center and its learning environment should be an inviting, appealing and challenging area zoned for differing functions and conducive to serious study and reading.

4. PROVISION FOR PROFESSIONAL PLANNING ACTIVITIES

Instructional offices are provided as the focal point of each cluster of classrooms. The office is conceived as open space subdivided by furniture, bookcases and movable partitions into semi-private enclosures for each two staff members. In addition, an office for the department head is provided, and a conference room available for team planning or teacher-student conferences.

5. PROVISION FOR SPECIALIZED TEACHING AREAS IN ALL SCHOOLS

Separate teaching areas for art, choral and instrumental music, science, mathematics and physical education are provided in all lower schools to facilitate instruction in these disciplines. In addition to highly developed facilities for the above disciplines, the middle and high school also contain laboratories for practical arts, vocational and industrial education, and commerce. Further, little theaters are specified in some lower schools to enhance instruction in dramatics, interpretative reading, and similar activities.

6. PROVISION FOR COMMUNITY USE OF PLANT

The multi-purpose rooms, gymnasium-recreation room, the instructional materials center, instrumental and choral music room, and conference room are planned for use by the community as well as for school purposes. These facilities, together with nearby men's, women's, boys' and girls' toilets are provided with means for isolation from the balance of the building.

7. PROVISION FOR KINDERGARTEN AND PRE-KINDERGARTEN FACILITIES IN LOWER SCHOOLS

In order to accommodate the proposed 7-4-4 plan of organization, specialized facilities to house kindergarten and pre-kindergarten programs have been specified in all lower schools. Although initially some new schools will open as K-6 elementary schools, these buildings can easily be converted to accommodate programs for younger students when the organizational plan is fully implemented.

8. PROVISION FOR FOOD SERVICE IN ALL SCHOOLS

Facilities for food service have been specified in all new schools. These facilities will augment a comprehensive city-wide school food services plan.

9. PROVISION FOR COMPLETE THERMAL, ACOUSTICAL, AND VISUAL CONTROL

The physical environment of any school building helps shape its educational efficiency. Research indicates that proper control of the thermal, acoustical, and visual environment will enhance the teaching-learning process.

a. Thermal Environment

Health, confort and efficiency can be impared by such factors as high and low temperatures, too much draft, high humidity, stale air and obnoxious odors. A proper thermal environment is obtained through adequately controlled mechanical ventilation with heating and cooling agents.

b. Acoustical Environment

The educational opportunities lost because of unwanted and uncontrolled sounds are often revealed by restlessness, distraction from the lesson at hand and often times poor behavior. Sound control measures such as carpeting and ceiling treatments are being used in all new schools to meet varied requirements.

c. Visual Environment

Proper lighting, the reduction of glare, and decoration through the use of soothing and relaxing colors have a positive effect on people both physically and psychologically. Visual comfort is and high brightnesses from light sources. A good visual environment can improve the rate and quality of learning.

10. PROVISION FOR THE LATEST IN ELECTRONIC, INSTRUCTIONAL AND COMMUNICATION EQUIPMENT

Provisions in new construction is made for the following:

a. A complete, fully-integrated instructional television system with capacity for both open and closed circuit broadcasts.

b. A one-way public address system with capacity for all calls emanating from the general office area.

c. A signal and tone system with automatic program. The control panel for this unit is generally located in the general office.

d. A master clock and control system which is installed in the general office under the supervision of the switchboard-receptionist.

e. A fire and disaster alarm system.

f. A telephone intercommunication system for verbal communications among and between the major areas of the school plant.

g. Outside access public telephones which are installed in each instructional office, in the central offices and in certain auxiliary and service spaces to enable personnel to make outside calls.

Internal Space Standards - In order to conform to the minimum space standards of the State Department of Public Instruction, upon which reimbursement is based, and in order to meet the localized curricula needs of the children of Philadelphia, the following maximum space allotments are used in the design of new schools:

Lower schools – 88 square feet per pupil
Middle schools – 110 square feet per pupil
High schools – 120 square feet per pupil

In addition, architests must restrict non-educational space to a point approaching 25% of the total architecture area.* Studies conducted this year by the School District indicate that these standards compare favorably with construction across the country. New Philadelphia lower schools have a higher space allocation than the majority of the nation's schools because of the premium placed upon early childhood education and, thus, the space allocated to pre-kindergarten, kindergarten, music and art, science and the instructional materials centers. In other words, higher than average space allocations directly reflect an operational goal of the system. Middle and high schools are being designed to closely approximate the national average per pupil.

With these space standards in mind, the following student capacities have been developed. OPTIMUM capacities are those that will be achieved when the building program catches up to existing overcrowding and increased enrollments. MAXIMUM capacities refer to numbers that may have to be absorbed in a facility until the program gains momentum. The maximum figures are shown only to suggest the prospects to be faced until the building program is completed.

	Pupils per Class	
	Optimum	Maximum
1. Elementary Schools		
Classrooms	30	39
Small Classrooms	10	19
Educational Improvement Program Classrooms	30	30
Kindergartens	25**	35**
Nurseries	20**	25**
Optimum number of students per school	960	

---

*Non-educational space is defined to include: 1. boiler rooms, 2. walls and mechanical areas, 3. staircases, 4. corridors and passageways, 5. receiving areas, 6. kitchens and storage, 7. custodial areas, 8. toilet rooms, and 9. elevators.

**At each of two sessions

	Pupils per Class	
	Optimum	Maximum
2. Secondary Schools		
Classrooms - Laboratories - Shops	25	30
Gymnasiums	50	75
Choral - Instrumental Rooms	75	75
Large Group Lecture Halls	300	300
Optimum number of students per school	1650 (middle school)	3000 (high school)
3. Special Schools		
Retarded Educable	18	18
Remedial Disciplinary	18	18
Retarded Trainable	12	12
Hearing Handicap	8	8
Visual Handicap	12	12
Orthopedic Handicap	12	12
Emotionally Disturbed	8	8
Blind	10	10
Special English	25	25

The Elements of the Plan

The application of physical, educational and design criteria to the Plan is best grasped by describing each type of facility and by summarizing the requirements of the Plan.

Lower Schools — These schools are planned for an optimum of 960 pupils (assuming pre-school and kindergarten children on double sessions) and are to be built on sites of three to seven acres, depending upon the population and building intensity of the area in which each site is located.

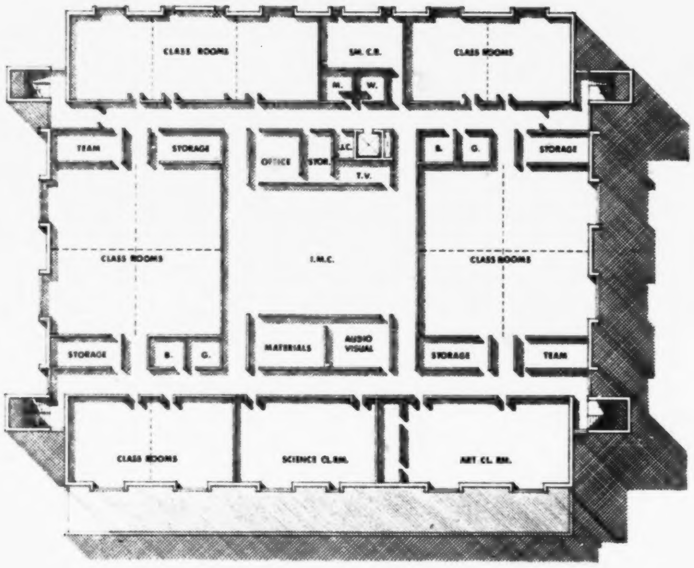
Kindergarten space is provided in each lower school. Half-day sessions are assumed for each room of twenty-five youngsters. In addition, two classrooms are reserved for pre-school use. Capacity is figured on twenty children per room, and half-day sessions. As already explained it is difficult to anticipate demand for these programs per school. Full provision of a minimum site of three acres plus a design standard that permits flexibility and allows for 25% expansion makes it possible to consider growth of these programs if required.

ILLUSTRATION 2

THE TRADITIONAL LIBRARY IS REPLACED BY THE INSTRUCTIONAL MATERIALS CENTER, WHICH IS DESIGNED AS THE CENTRAL FEATURE OF THE NEW LOWER SCHOOLS. (THE ANDREW HAMILTON SCHOOL, 57TH AND SPRUCE STREETS, DESIGNED BY GARNER AND WHITE, ARCHITECTS).

The reproduced copy of this ~~map~~/drawing may be such that legibility is questioned. We feel the total document to be of sufficient importance to reproduce, taking this fact into consideration.

I.M.C. PLAN



SECOND FLOOR PLAN N

The grounds of lower schools will meet the recreational needs of younger children. They will provide off-street parking for the school staff as required by City ordinance. Community use of the school during after school hours will be anticipated.

The Plan also provides for whatever improvements may be needed to meet these standards in existing schools that are needed for long-term service. This will require alterations and site expansion in many instances.

Middle Schools (Junior High or Intermediate Schools) — In the Plan, great emphasis will be placed upon the construction of middle school space. New schools are planned and more will be converted to this purpose by 1980. When complete, these facilities will house children in grades 5-8.

Middle schools are being planned for an optimum population of 1650 pupils. Suggested site area is 10 to 20 acres, depending upon the density of the area. Play areas will permit a full range of organized play, plus after-hour usage by the community. Required off-street parking will be planned.

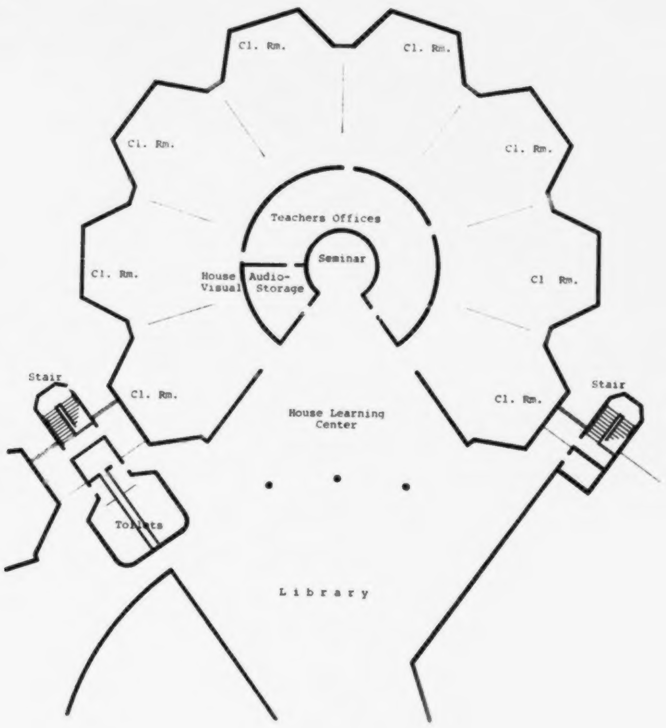
All new middle school buildings are being designed so that small, workable groupings of students become the units for instruction. Each house would constitute approximately 400 youngsters who would have their own team of instructors and their own instructional area of the building. A house might consist of all fifth graders or some combination of grades. The purpose of the house plan is to contribute to an individualized program of instruction. (See Illustration #3)

ILLUSTRATION 3

THE MIDDLE SCHOOL HOUSE, AS PLANNED FOR THE NEW AUSTIN MEEHAN MIDDLE SCHOOL, LINCOLN HIGH SCHOOL SITE, NORTHEAST PHILADELPHIA. THE ARCHITECT IS JOHN SHAVER.

The reproduced copy of this map/drawing may be such that legibility is questioned. We feel the total document to be of sufficient importance to reproduce, taking this fact into consideration.

MIDDLE SCHOOL HOUSE COMPLEX



High Schools — High schools housing grades 9 through 12 range in size from a minimum of 1,800 to an optimum of 3,000. Optimum site area is from 20 to 25 acres, again depending upon density. The sharing of outdoor athletic facilities is deemed desirable and will be influenced by the site and the proximity of other high schools. Site acquisition problems will be most difficult at the high school level. Sites will, therefore, be selected as a rule in less densely settled sectors. This is consistent with other planning objectives. It enables the school to draw from broad population areas. It may in the future permit the school to serve students drawn from elsewhere in the metropolitan area.

Plans for all new high schools are based on the conviction that the impersonal qualities of a large high school must be eliminated. A more intimate humanized organization is being sought. This is being done by breaking the school into several "houses." By decentralizing as many functions as possible, - dining areas, teacher offices, individual study areas, humanities classrooms, and counseling offices - both the student and faculty member will become part of a more personal learning unit. By continuing to centralize laboratories, food preparation areas, gyms and other space, the advantages of size are not forfeited. (See Illustration 4)

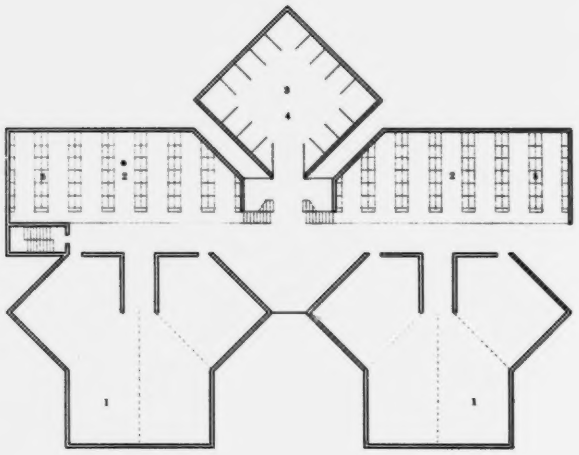
The house plan makes it possible to provide facilities for large student bodies and still keep the life of the School, for both student and teacher, at an intimate human scale. (A typical house in the new William Penn High School, Broad and Master Streets is shown on the following page. Architect: Mitchell and Guirgola.)

ILLUSTRATION 4

TYPICAL HOUSE IN THE NEW WILLIAM PENN HIGH SCHOOL

HOUSE PLAN

The reproduced copy of this map/drawing may be such that legibility is questioned. We feel the total document to be of sufficient importance to reproduce, taking this fact into consideration.



1 Flexible Classroom Unit
2 Learning Center
3 Teachers & Counselors Offices
4 Typing & Language Lab Above
5 Study Carrel with Locker

Community Schools — All schools in the system are potential community schools; that is, they are available for after-hour use by student and adult as funding permits. In new buildings, special zoned heating and air conditioning and separate entrances are among details designed to facilitate community use.

Four existing elementary schools now operate as community schools and are open for intensive use with Federal assistance. These are the Childs (17th and Tasker), Ludlow (6th and Master), McMichael (35th and Fairmount), and Locke (46th and Haverford) Schools.

A fifth community school is represented by the new Hartranft School (8th and Cumberland) which will open in the fall of 1968. Here, Federal funds will augment School District funds to create a first truly comprehensive community school with a community-operated neighborhood facility across 8th Street from the school itself. More than $2,000,000 in Federal funds have already been allocated to this community program which is unique in the nation.

The subsequent development and distribution of comprehensive community schools will be based upon plans now under preparation as part of Model Cities planning efforts.

Magnet Schools — A magnet school is one that is especially strong in a selected learning area (e.g., science, the humanities, business and commerce), or in certain instructional techniques (e.g., team teaching, computer instruction). These schools draw a majority of their pupils from the immediate area; others are chosen city-wide, not necessarily for ability, but for exceptional interest in the school's field of specialization. The student so attracted is fully absorbed into the regular life of the school.

At present, magnet high schools include: Overbrook (art, music, and scholars), Bartram (commerce), Northeast (space sciences), and Germantown (government-human services). Conwell and Tilden are magnet middle schools with strong offerings in team teaching and individualized learning opportunities. Morton, Hunter and Patterson are magnet lower schools. The acute space shortage has markedly restricted the intake of students in some of these programs. Provision of interim space to consolidate initial successes was a recommendation in last year's program and has resulted in relief for Northeast and Bartram High Schools.

Two high schools under design have been designated as magnet schools: West Philadelphia-University City (science and mathematics) and William Penn (communications). Intensive work is now underway to develop these instructional programs through a grant from the Carnegie Corporation. Special staff are being assigned to each by the Office of Innovative Programs. Close university, business and community contacts have been established.

A magnet program in foreign languages is now under exploration at South Philadelphia and Bok Technical-Vocational Schools and will be developed in existing space within the next year.

No additional magnet programs are designated in the Plan at this time, pending continued evaluation of the program, the relief of severe overcrowding throughout the system and the availability of additional operating revenues.

Facilities for Handicapped Children — The School District currently provides facilities for some 10,000 handicapped and retarded children. Programs are available for the retarded educable and trainable; disciplinary cases, children with hearing, visual and physical handicaps, and some with emotional disturbances. By recent Board policy, handicapped children may continue in these classes until they are 21 years old.

In January 1968, the Board of Education authorized an intensive, six month examination of its programs dealing with handicapped children. The goal of that study is to examine the School District's approach to the education of children with physical, emotional and intellectual handicaps and to pursue such questions as whether or not these children should be housed in regular schools or treated in special centers. The study is being conducted by school staff supplemented by national experts from such fields as social work, occupational training, psychiatry, as well as education itself. The report is due in July, 1968, too late for inclusion in this Plan or the 1969-74 Capital Program. Pending completion of a total plan, an unspecified allocation for special education facilities appears in the Capital Program.

Intensive Learning Centers — Located in the Innovative Center at 5th and Luzerne Streets, the first intensive learning center will open in September, 1968. It is designed to harness the talent of many disciplines to provide effective learning opportunity to the child unable to make normal progress in basic skills over an extended period of time. The center will apply the best known techniques and technology to an individualized program of instruction for pupils assigned to the center for a period from three months to one school year. The center will serve students drawn from surrounding schools. Every effort would be made to return the referred student to his regular classroom as quickly as possible.

Evaluation will accompany the demonstration project and provide a basis for subsequent elaboration in the Plan.

Athletic Facilities — All new schools in the Plan will be designed to provide for both outdoor and indoor physical education facilities in keeping with space standards developed jointly with the City Planning Commission. Because of the large areas of land involved, joint use, particularly of high school stadia, will be arranged wherever possible.

Plans for athletic facilities are closely coordinated with the City Recreation Department in order to maximize joint utilization and, in some instances, to permit joint financing with the City. In 1967, as one example, a formula for sharing the cost of an indoor swimming pool was worked out in a plan for Sayre Junior High School in West Philadelphia. Such indoor pools are planned as part of a number of new schools according to a Comprehensive Plan for Swimming Pools issued by the City Planning Commission in January, 1968. Other recent examples include a total plan for recreational and physical education for Gratz High School, Gillespie Junior High School and the Nicetown-Tioga communities, and the Master Plan for Northwest High School (The Awbury-Nolan Tract).

In budgeting for an athletic plant, regular facilities are included in the construction of a new school (e.g., gymnasium, recreation rooms, outdoor play area). Stadium projects and other large projects, including swimming pools, are handled in a separate account. A master schedule for completion of these latter projects has been drafted by the Division of School Facilities and is on file in its offices.

Instructional Materials Center (Libraries) — The Instructional Materials Center (IMC), lies at the heart of modern instruction. Such a center is planned for all new schools. At the same time, steps are being taken to provide adequate space for the housing of such installations in existing schools.

In 1965 the School Facilities Division conducted a survey of all existing schools to determine their library needs. This survey based on State minimum requirements evolved into:

- A program to provide, by means of interior conversion, adequate libraries in schools not having library facilites.
- A program to improve substandard libraries by means of interior expansion.
- A program to provide library additions for schools with substandard libraries or for schools without library facilities.

As a result of the above programs, all secondary schools in the Philadelphia Board of Education have libraries meeting State space requirements. All elementary schools in the Philadelphia Board of Education will have a library meeting State requirements by the end of the 1968 budget year.

The 1967 budget provided for fifty-two (52) library conversions, expansions or improvements. Much of the design for this work has been completed and construction is scheduled to be completed by the end of the 1968 budget year. This budget has also provided for fourteen (14) library additions for which the architectural design has been completed and full occupancy should be achieved by July of 1968.

It is anticipated, during the 1968 budget year, that nine (9) more library additions of the same design as mentioned above will be constructed and existing library improvements will be provided as additional space becomes available.

At the present time the library improvement programs outlined above are being increased in scope to provide for each school in the Philadelphia Board of Education not only a library of State minimum size, but an Instructional Materials Center with all its valuable educational aids.

Alterations and Improvements — The Plan for School Facilities must contain a plan for alterning, improving and maintaining existing school facilities. This is necessary to assure the utility of these structures over the passage of time, and to avoid the obvious hazards of deferred maintenance. It is also necessary, through modifications, to keep the school's facilities in pace with modern educational needs.

A portion of such improvement costs is short-range and therefore charged to the operating budget. However, there is also a large alteration and improvement program, chargeable to the Capital Program. This program is based upon a plan which is revised each year by the Division of School Facilities.

In the past two years the Plan for Alterations and Improvements has resulted in:

- Numerous expanded and converted library facilities into instructional materials centers.
- Many new and modernized kindergarten facilities in existing schools.
- The major modernization of the Vare, Cook, Jones, Penn Treaty, Barratt, and Tilden Jr. High Schools, the Gratz and Kensington High Schools and the Birney School.
- Extensive facilities for T. V. reception in every classroom, including facilities for C. C. T. V., in 142 schools.
- A Technical Center, converted from a garage, for West Philadelphia High School.
- A comprehensive Automotive Maintenance Center, converted from a garage, for Gratz High School.
- Art rooms in approximately 29 elementary schools by the conversion of classrooms and other spaces.

The following factors determine the order in which school facilities are scheduled for alterations modernization and maintenance.

- Age and condition of building
- Projected length of service

- Cost of modernization as compared to replacement cost
- Suitability for current and future educational programs
- Schools receiving bused-in pupils (possible immediate need to provide cafeteria services, facilities for additional administrative services, etc.)
- Changes in organizational structure and resultant administrative needs
- Unexpected mechanical and structural breakdowns

The following list indicates typical improvements which are to be found in the present plan for alterations and improvements.

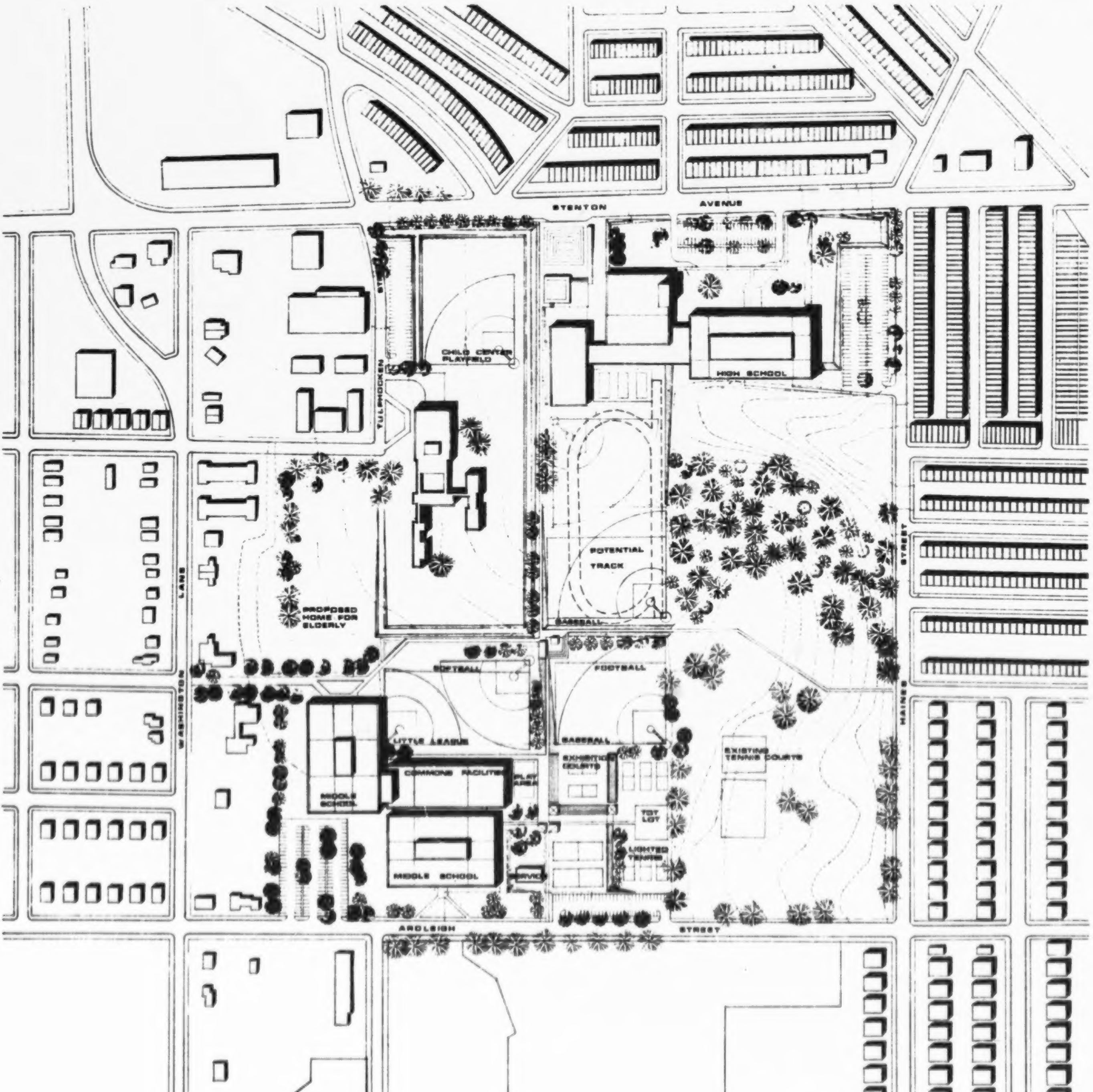
1. Replacing and increasing electrical services.
2. Converting or replacing heating systems.
3. Replacing windows, frames and exterior doors with reduced maintenance type materials.
4. Repiping.
5. Contract maintenance items such as painting, resurfacing of yard or outdoor recreation areas, stack repairs, flag pole repairs or replacement, roof repairs or replacement, etc.
6. Modernizing and increasing toilet facilities.
7. Improving and increasing drinking faciliites.
8. Replacing and expanding the communications system (telephone and public address) and the clocks and program system.
9. Relighting.
10. Acoustical treatment (ceilings in all teaching, administrative and corridor areas; carpeting in selected areas; and baffle treatment in gymnasiums and recreation rooms).
11. Converting present classrooms and other areas to provide the proper environment for current and experimental methods of instruction (Large and small group instruction, electronic program originating stations, multi-use of an area).
12. Providing needed storage facilities.
13. Installation of emergency lighting and external security lighting.
14. Provisions for off-street parking.
15. Expanding and modernizing administrative suites.
16. Installation of air conditioning where temperature controls are a problem. Examples of such areas are auditoriums, administrative areas, choral and instrumental practice rooms, computerized learning centers and instructional materials centers.

The Education Park – The education park is a relatively new concept of urban schooling that combines the quest for educational quality with a concern for integration and a prospect for achieving economies in construction. The park seeks to cluster educational facilities on a common, or interconnected site and provides for sharing of facilities, supporting services, faculty and administration.

Three possible applications of the education park concept were authorized for detailed study by the Board of Education in its 1967-68 Capital Program. These studies were an outgrowth of a feasibility report prepared by the Corde Corporation in January, 1967. Work on these three proposals has been underway by teams of educators, architects and planners for the past several months. Planning is concerned, first and foremost, with educational advantages and, secondly, with physical design. Extensive

ILLUSTRATION 5

A NEW HIGH SCHOOL AND TWO MIDDLE SCHOOLS, TOGETHER WITH COMMUNITY RECREATION, AN EXISTING CHILD STUDY CENTER, AND A TENNIS CENTER WOULD OCCUPY THIS SUPER BLOCK IN NORTHWEST PHILADELPHIA UNDER A MASTER PLAN DESIGNED BY JOHN WARNEKE AND GEORGE EWING, ASSOCIATED ARCHITECTS-PLANNERS.


STENTON AVENUE
STREET
TULPHOCKEN
CHILD CENTER PLAYFIELD
HIGH SCHOOL
POTENTIAL TRACK
BASEBALL
PROPOSED HOME FOR ELDERLY
LANE
WASHINGTON
SOFTBALL
FOOTBALL
LITTLE LEAGUE
BASEBALL
COMMONS FACILITIES
PLAY AREA
EXHIBITION COURTS
EXISTING TENNIS COURTS
MIDDLE SCHOOL
TOT LOT
LIGHTED TENNIS
MIDDLE SCHOOL
SERVICE
HAINES STREET
ARDLEIGH STREET
NORTHWEST HIGH SCHOOL
MASTER PLAN

The reproduced copy of this map/drawing may be such that legibility is questioned. We feel the total document to be of sufficient importance to reproduce, taking this fact into consideration.

community involvement in the derivation of the plans will continue to be sought. Federal and foundation funds are being used to support this work.

The three proposed education parks under study are:

Northwest Philadelphia: An educational master plan for the Awbury-Nolan tract bounded by Washington Lane, Ardleigh Street, Haines Street and Stenton Avenue, has recently been completed. This proposal calls for the possible location of a new high school and two middle schools on a tract of some 46.5 acres, together with extensive community park and recreational areas to be developed by the City of Philadelphia. The Stenton Child Care Center would continue to occupy a portion of the campus area. The proposed new high school will be linked for administrative and instructional purposes with Germantown High School. It will provide a four year program of excellence for the children entering it from the middle schools of Northwest Philadelphia. Plans for the articulation of these schools are already underway by a planning team supported by Ford Foundation funds. Community involvement in the planning, which began with selection of the site for the new high school, will continue throughout the evolution of this new cluster of schools. (See Illustration #5)

North Central Philadelphia: Last year, this park possibility was conceived as an education boulevard along North Broad Street, closely tied to planning for the Model Cities program and with new administration and educational programs designed to decentralize the city's schools. Now well underway, this study has been expanded into a comprehensive examination of school facilities to serve the children of north central Philadelphia. While not completed in time to dictate project selection in this year's Capital Budget, it will do so in the future. The study represents a key contribution by the School District to the overall planning for the Model Cities area and is being done in closest cooperation with City agencies and the Area Wide Council, the community organization assigned responsibility for Model Cities planning. Key objectives include: new ways of relating schools and other community facilities, a bank of future school sites, opportunities for joint development of schools, housing, industry, etc., and the feasibility of locating schools along the Broad Street corridor or along east-west arterials such as Columbia Avenue. From this initial study, it is hoped that promising new approaches to school construction and new physical planning standards will result.

Eastern North Central Philadelphia (Front Street – Lehigh Avenue Area): Making the school a key force in community renewal is the theme of this project which seeks to build on the experience of the Hartranft Community School and the high level of community participation already existing in this quadrant of North Philadelphia by virtue of the Federally-supported Neighborhood Services Program. The study area covers the bulk of District 5 west of Front Street. Its major emphasis is upon the development of a community cluster of lower and middle schools. Economies of construction are being studied by the architects and planners; so, too, are the possibilities of breaking down larger schools into component parts that can become fully integrated into their neighborhoods. Prospects for increasing racial and economic integration are being examined in detail.

Detail plans for the latter two education park proposals are anticipated in the late spring of 1968. They will be carefully reviewed with city and community agencies before being incorporated into the Plan for School Facilities and into the School District's Capital Program. Application of the park concept elsewhere in the city will be examined in the light of these plans.

Other Planning Studies: Refinement of the current Plan for School Facilities is a continuing process. This year, a number of efforts have been undertaken to subject general concepts and plans to more intensive examination in light of the developing goals of the school system.

In 1967, the School administration asserted its commitment to a meaningful decentralization of schools throughout the entire School District. This stems from a firm conviction that greater autonomy at the local level will yield a greater degree of community and parental involvement in the schools. It is an idea first expressed in last year's proposal for a Model School District.

Intensive studies of the costs and techniques of decentralization are currently underway. Several current studies involving facility planning complement this effort. One is a master plan now being made of the schools of the Eastwick area. While plans are already laid for a high school and middle school in Eastwick, a number of additional school requirements are faced in the future development of that growing city within a city. For this reason, educational planners are now working with city officials to develop an overall plan for the future of that area. A planning coordinator has already been named to help to direct these efforts.

While not linked to administrative or educational clustering, a total plan for the development of the Lincoln High School tract in the Northeast is nearing completion. It will serve to lay out a plan for educational and community recreational use. A similar study was recently completed for the Gratz-Gillespie-Tioga-Nicetown area.

Administrative Facilities - Included in this category are central and district headquarters, warehousing and transportation terminals, and other facilities required to service the system's growing number of instruction units.

During the present year, a transportation service plan was made and early steps taken to implement that plan. Based upon recommendations made by the Pennsylvania Economy League in a 1967 report, the plan calls for a transportation management and repair center and three outlying storage-repair points. Acquisition of properly at 2600 North Broad Street has met the requirements for the transportation center and use of School District-owned property at 46th and Market Streets has satisfied the need for a bus storage point to service West Philadelphia. The plan calls for two additional storage areas, one in Northeast and one in Northwest Philadelphia.

The plan for warehousing calls for development of the School District's central warehousing facility at the Kennedy Center, 734 Schuylkill Avenue. This move is expected to begin in the summer of 1968.

In September, 1967, a consultant's plan for meeting space needs of the School District's central administration building was completed. Long-term space needs were converted into a number of alternative building plans. At this writing, no final decision has been reached with regard to where additional space should be provided. Against today's demands for classroom space and current efforts toward decentralization, however, the priority of providing new central office space has been given a relatively low priority. During the coming year, a final decision on central office space needs will be made in closest cooperation with the City, neighboring institutions and the Logan Square residential community.

As part of its commitment to decentralization, the School District is recommending this year a plan for the location and development of District offices. Transfer of additional staff to field locations will soon tax existing offices located in school buildings. Coupled with the current classroom shortage, it is proposed, therefore, that existing district offices be relocated to points of high accessibility within their service area and be placed in existing commercial properties preferably purchased for that purpose. Such a plan will free approximately 1500 existing classroom spaces, many in overcrowded schools; will permit the flexible future expansion of district offices; will place these services close to the heart of each district; will contribute to the stabilization of business and commerce in many of these locations; and will be in keeping with a possible development of more districts in the years ahead.

Integration and Community Renewal

A commitment to quality integrated education is a key goal of the School District's long-rang planning.

The events of the past year have been carefully weighed in updating the Plan presented in support of last year's building program. It is the considered view of the School District that that Plan continues to set a valid and operable direction for school construction for the years ahead. The Plan this year is thus unchanged in its endorsement of the statement "that children who experience their schooling along with children of different racial, ethnic, and economic backgrounds will be best equipped to live useful and satisfying lives in the America of the 21st Century."

That conviction is based not only upon the U. S. Office of Education's Equality of Educational Opportunity Survey and the Civil Right Commission's Racial Isolation in the Public Schools, but by observable local evidence as well. Taken together, the evidence makes mandatory a central role for the schools in breaking the cycle of poverty and alienation. It points sharply to the need for community-wide, coordinated efforts to end de facto desegregation and to create in its stead a Philadelphia of options and opportunity. The Plan for School Facilities has these points clearly in mind as it faces the facts and the mood of the city today.

By 1980, straight-line population estimates indicate that Philadelphia will have a total population of 2,218,000 of which 59% will be white and 41% Negro. For the school system, the total percentage of Negroes grew from 47% in 1960 to 57% in 1965. In 1966 that figure was 58.1%. In 1967 it was 58.2%, indicating a decrease in the annual growth rate recorded earlier in the decade.

If the city is to reverse these lines and achieve greater integration of its schools, bold approaches must be employed. The School District must move on many fronts at once, a point stressed in the Civil Rights Commission's report. The trends further demand that the School District enlist the efforts of both those it serves and other institutions if Philadelphia is to meet its stated goals. Overall community renewal is a precondition to changing the ghetto environment.

The Plan and Integration — Last year, it was noted that there are four immediate attacks on existing segregation which the School District has the power to make alone. They are: selection of sites that will serve an integrated student body; experimentation with new clustering of school facilities; redrawing of feeder paterns; and creation of space and programs in presently segregated sections of the city that will draw students from wider areas. All are aspects of the Plan for School Facilities.

Several other moves are being made by the School District in cooperation with other agencies in an effort to bring a new environment into segregated areas. These include establishing relationships with universities, private enterprise, and non-public and suburban schools through such devices as staff and student exchanges and other cooperative operations. These are also aspects of the Plan and, in some instances, are already underway.

Finally, the School District proposes to provide leadership in joint planning with the city and other governmental and private institutions to attack the community's vast renewal problems.

Excellence in educational programs is imperative for the success of all these efforts. A first rate educational program will counter a basic reason why so many persons choose to leave the city. It is at this point that the Plan for School Facilities relates heavily to the level and priorities of the operating budget. The Plan assumes that excellence can reverse trend lines.

The Plan calls for the location of schools at sites that offer a substantial prospect for affecting integration. This means choosing sites not against a picture of today's conditions, but as part of a long-range strategy of community renewal.

At the high school level, the Plan calls for selecting sites at outlying locations and where high accessibility to rail and transit can, when coupled with superior programs, yield pupil integration. Where the construction of a new high school may affect the racial balance of an existing school(s), both will be considered in arriving at a solution. This comprehensive approach may suggest having the schools linked programatically (i.e., humanities and social sciences in one building, physical sciences and commerce in the second), by having two grades in each of two schools under a common administration, or by other devices to cluster school organizations. In any event, solutions will be arrived at in close cooperation with the communities involved. A precedent has already been set in Northwest Philadelphia.

In two instances where proposed high schools are likely, by service area alone, to serve a segregated student body, capacity has been set aside to attract students throughout the city to exceptional educational offerings. At West Philadelphia-University City High School, a Chamber of Commerce-sponsored team of business, science, and technical specialists is working with School officials to produce that excellence. At William Penn High, the cooperation of Temple University and private enterprise will produce a similar result.

New middle schools will be located not only to end overcrowding but also to afford prospects for integration. The Plan calls for locations on the fringes of racial concentrations and, again, with accessibility to public transportation.

At both high and middle school levels, clustering of facilities on a common site will be considered if conducive to educational quality and to integration. As reported in the section on the Education Park, prospects in three areas are being explored.

Achievement of the goal of desegregation is hardest to attain at the lower school level where smaller service areas are related to the needs of younger children, parental convenience and other factors. In every case possible, sites will be chosen to aid integration. But there will be cases where this aim is precluded, where space needs are acute and where buildings are badly outmoded or non-fire resistant. These are also areas where children and parents properly demand a superior education and where the School District is committed to take immediate steps to provide a challenging program in a decent facility.

In such instances, the Plan proposes to construct needed facilities and, in addition, to take special efforts to assure a high degree of staff integration, to infuse the schools with large numbers of volunteers and practice teachers, and to solicit relationships with universities and other institutions.

In 1967, a full-time planner was assigned the task of identifying sites, with integration prospects a key criterion of selection. Nine of seventeen sites approved by the Board in this period are expected to foster or maintain integration. All but one of the remaining eight are lower schools where needs simply require a building to be placed. Until housing integration and stabilization is achieved in significantly large areas of the city, the integration of lower schools can be effected only marginally by the location of a school building.

A logical complement to the location of new school facilities is an extensive evaluation of feeder patterns and enrollment service areas as they effect new schools and existing schools. Such a study is now underway by the Office of Development, in cooperation with the Office of Field Services and the Office of Integration and Intergroup Education. The study is re-examining all feeder areas according to three criteria: relationship between school capacity and feeder area pupil population, the accessibility of the school to pupils living into attendance area, and the racial distribution of pupils in the feeder area. Current data indicating the residence of each student in the system is being used. At this writing, alternative revisions of feeder patterns are in final stages of preparation and conversations are being held with district superintendents prior to more extensive public and Board discussion. In many instances, improved racial balances can be attained provided that community acceptance can be obtained.

Integration efforts, however, cannot end with these steps, given the present and projected racial percentages that face the city. There must clearly be a broader set of efforts to link the Philadelphia public schools more closely with other institutions and systems within the city and metropolitan area.

One expanded thrust proposed in this plan is the exploration of further means of developing cooperative programs with the city's private and parochial schools. To this end, a Committee on Joint Educational Resources has recently been founded to explore the joint needs of the public and parochial schools. While the parochial schools record a steady increase in pupil integration, further opportunities for intergroup experience are to be desired. The urgency is increased by the mutual financial problems shared by both systems. To this end, a number of programs of cooperation are being explored in sections of the city where space and local conditions permit, and where legal and constitutional safeguards are assured. The current shared time program is being expanded in the vocational-technical schools where some 391 parochial children now are taking instructions in public schools. This program makes greater economic use of expensive equipment available only in public schools. In two elementary schools and one middle school now in the planning stage, additional shared time programs are being considered. These programs will have no tangible effect upon facility requirements but will have to be carefully watched as the basis of broadening cooperation. Cooperative programs under various forms of Federal assistance currently involve some 33,000 public school students and 25,000 students from the Archdiocesan schools. Some 49 schools are involved in these programs. The feeling of the administrators of these programs is that they do effect pupil integration and understanding.

Another level of opportunity for assuring strengthened intergroup education involves the children of suburban school districts and city children in certain common educational offerings. Exciting ideas generated in the School District's studies of the education park have opened up new hopes of shared facilities. These possibilities are being actively explored by the Superintendent and his staff with nearby school districts, the State Department of Public Instruction, and the Federal Government.

The Plan this year proposes a totally new idea designed to symbolize the School system's efforts to secure new solutions to its difficult problems, and to open up new ways of providing for a convergence of youngsters from many different backgrounds and interests. The idea is that of the Parkway School: a new form of high school organization that it is proposed as a cooperative venture with key institutions located on or near the Benjamin Franklin Parkway. As conceived, this school for approximately 2400 would assume a racial balance and would be open to youngsters from throughout the city, from the non-public schools, and from suburban communities as well. It would be planned to open for an incoming 9th year class of 600 in the fall of 1969. As envisioned, sciences would be developed in conjunction with the Academy of Natural Science and the Franklin Institute, humanities with the Free Library and the Art Museum, social sciences with City Hall itself and the State Office Building. A superb staff would be recruited from local schools and throughout the region. The school day would be arranged to take advantage of the Parkway campus. A special role for the students would be reserved. Not simply an academic high school, it would offer work study and other experiences to those enrolled. Planning funds are called for in this year's Capital Program; recruitment of a principal and planning with institutions involved is already underway.

The School District, in compliance with recent directives from the State Human Relations Commission and the Department of Public Instruction, is working with state and local officials to devise a long-range plan and timetable for desegregation of the Philadelphia school system. In the course of developing this plan, all current efforts to foster integration will be reexamined and additional steps will be undertaken.

The Plan and Community Renewal — Attainment of the kinds of boals in the Civil Rights Commission report can only stem from continuing changes in residential and governmental patterns. At the same time, the pattern of regional job opportunity must broaden and white families in significant numbers must again find attraction in the inner city and Negroes must find acceptance in the suburbs.

The School District sees promise in the Model Cities program as a means, not only to improve educational quality in the inner city, but to lead to shifts in the pattern of residence and community contact between the faces. It is currently participating in Model Cities planning efforts with special emphasis on early childhood education, programs of career development, and the development of facilities that are forward-looking and contributive to the area's total requirements.

The School District's goal of decentralization is being worked out in terms of clusters of school facilities administered locally. These plans are an outgrowth of the concept of a model school district which was proposed in last year's capital program. That concept has since been thoroughly examined first by a citizens task force and secondly by administrative officials. A conclusion was reached that efforts should be immediately begun to assure a greater role for the citizen in the life of the city's schools, and that these efforts should not be confined to a single geographic area.

These ideas of local self-determination of programs are already being seen in the plans for curriculum development at Gratz, self evaluation at Ben Franklin and the plans of the Independent Urban Education Project at the Kearny School. Through Model Cities, it is hoped that many new and important additions to this program will be inaugurated in the months ahead. It is patently clear that this section of the city has little short-run opportunity to achieve a meaningful level of pupil integration. It is equally clear that school programs must be made to work effectively within the area so that education, along with job and housing opportunities, can permit that pattern to be changed over time. It is hoped that a combination of creative leadership, community participation and a high degree of local autonomy will break through much of the lack of credibility that now adversely effects the success of schools.

This plan is also based upon a closer set of working relationships with the city government. At the policy level, the School District accepts the city's intention of following a "distributed approach" to urban development and renewal and sees new school facilities as key contributors to overall renewal. Such projects would tend to be smaller and quicker to complete than under the previous approach which committed to large, complete neighborhood projects. The School District can foresee joint development, in partnership with city and private enterprise, especially in areas where such housing can lead to the inward movement of white families. Joint development makes the more sense because of the lack of sufficient land area available for development in Philadelphia today.

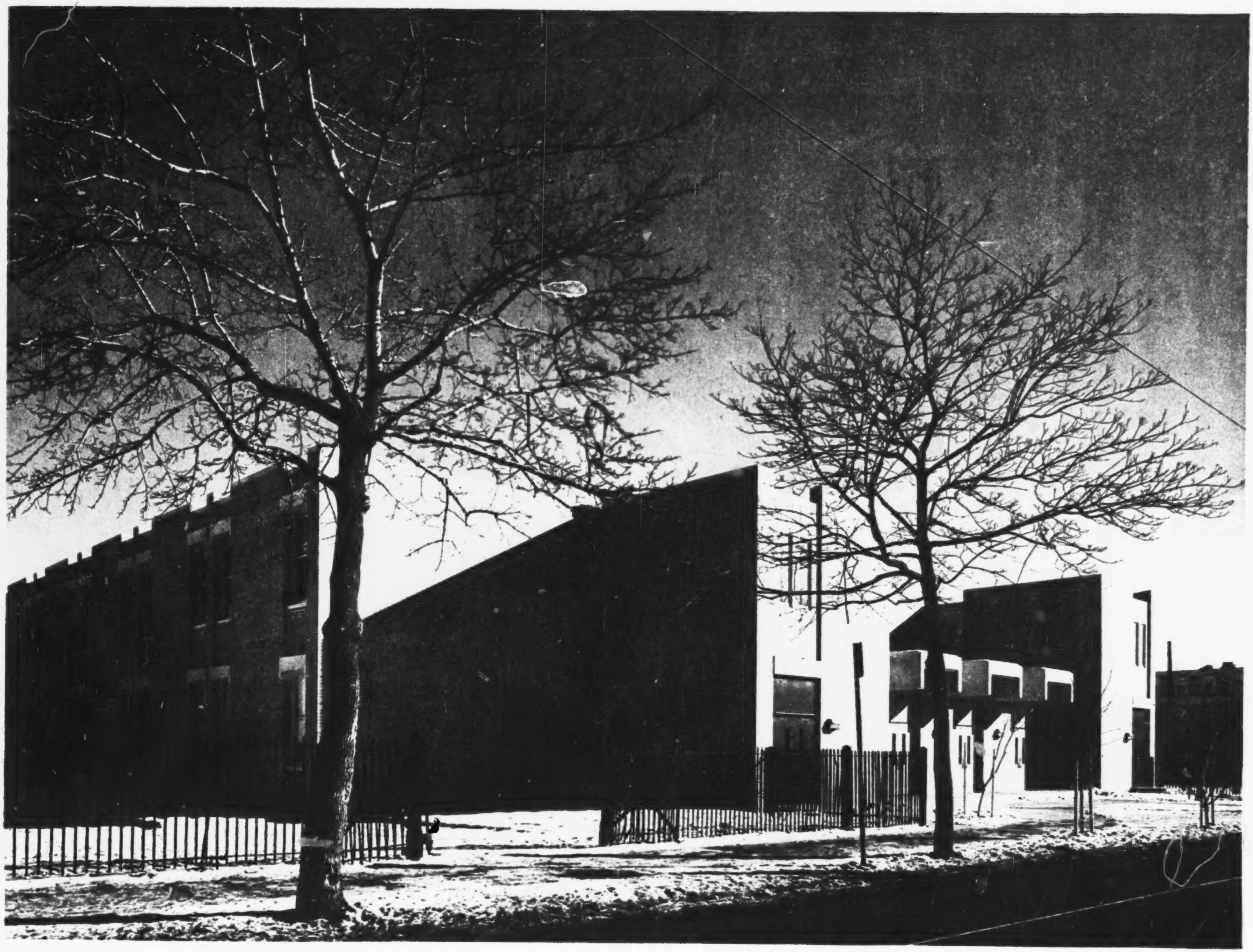
The School District is very conscious that its own building program is a generator of residential and business relocation. For this reason, it is willing to dispose of any unused land holdings for new housing or other appropriate public uses. In 1967, the former Burk school site in Queen Village was sold to private enterprise for housing purposes. It is anticipated that other sites of abandoned schools can be offered for similar purposes in keeping with long term development requirements.

Conclusion — Nothing less than a comprehensive attack can dent the series of problems that keep Philadelphia from realizing its goals of equal opportunity. The School District intends to move wherever possible to build such an education plant and program. This requires an evolving plan of many facets, not a single-one-way street. It requires a plan that sees the importance of joining in a broad-based effort to make the core of the city more livable and to bring about the end of slum conditions. It requires a plan that remains open to the possibilities for metropolitan solutions to educational and other community problems. It requires a plan, therefore, that acknowledges the necessity of taking immediate steps to counter the deprivation of segregated schools, while vigorously searching for all ways to end that pattern. In pursuing that end, the Plan for School Facilities is, as said before, one and inseparable from the level of quality of the education programs offered by the School District.

ALLEN M. STEARNE
SCHOOL

ALLEN M. STEARNE SCHOOL
Hedge and Unity Streets

Replacement
Completed October 1967



BELMONT SCHOOL
41st and Brown Streets

Addition
Completed December 1967

Space Stretching

The School District simply cannot wait until new buildings are built before effecting relief to some severely overcrowded schools, especially at the high school level. In addition to the creation of space in new facilities, therefore, a variety of efforts to stretch the use of existing space has been given high priority as a short-term element of the Plan for School Facilities this year. It consists of the following specific elements:

1. Utilization of non-school space

   Completion of the renovation of the Innovative Center, a former factory at 5th and Luzerne Streets, will be expected to create some 600 additional pupil spaces this fall. 200 are already in use by the Pennsylvania Advancement School. Another 200 will serve the first Intensive Learning Center, while an additional 400 spaces will be made available to innovative programs or to meet emergency needs in the school system.

   Through the generous cooperation of Temple University, its buildings at Sedgwick Street and Cheltenham Avenue will be made available through a lease arrangement for the relief of extreme overcrowding in District 6. Approximately 800 students can use this attractive and accessible facility.

   The assistance of the Federal government has been enlisted in seeking surplus space in its many local installations. Hope is high that an added 1000 pupil places will result from these efforts by fall.

   The private real estate market is constantly scanned for suitable leads and funds are being allocated in the Capital Budget to permit the purchase of convertible space where it can meet a clear and present need. This was done in 1967-68 with purchase of space for annexes to Bartram High School and the Harrington School. Rental funds will also be available in the 1969 operating budget.

2. Transfer of District Offices to Non-School Facilities

   A prior section on Administrative Facilities outlined a plan for transferring District Offices from classroom locations to commercial office space, either rented or purchased. In 1969, it is proposed that a major effort be made to implement this plan. When completed, some forty-seven classrooms will be freed up to accommodate some 1500 elementary and junior high school children.

3. Dual School Organization at an Unspecified Number of High Schools

   For several years, dual shifts have relieved overcrowding at several junior high schools in Philadelphia. It is proposed that similar arrangements be instituted at an as yet unspecified number of overcrowded high schools, effective in September, 1968. Supplemental services would be offered before and after school and during the noon hours as part of a comprehensive program of educational improvement in these crowded schools. In every case, this organization would be authorized only until relief facilities can be provided through new construction. Authorization will take place only after full consultation with the school community involved.

4. Increased Utilization of Vocational-Technical High Schools

   Current underutilization of the City's three vocational-technical high schools, plus additional space to be available at Mastbaum and Saul this fall, afford the prospect of as many as 1000 pupil spaces that can be filled through extensive recruitment efforts. Success will reduce overcrowding in the city's high schools.

5. Equalization of Support Rooms Throughout the School District

The extensive examination of space utilization in existing buildings, already described in an earlier section, revealed variations in the number of support rooms used for art, music, rest, and other activities from school to school. While space is at a premium across the city, administrative steps will be taken to equalize the number of such rooms in all schools. This should have the effect of providing some additional space stretching until the building program permits optimum use of support rooms.

The above measures further indicate the School District's commitment to bring about satisfactory conditions for learning in the schools of Philadelphia. Every effort will be mounted to implement these and other efforts. The Supportive Facilities account has been established to permit this to occur. The operating costs involved in providing additional staff for the new facilities and new forms of organization will be reflected in the School District's 1969 Operating Budget.

III. THE CAPITAL PROGRAM
(JULY 1, 1968 TO JUNE 30, 1974)

The Capital Program is a statement of the Board's financial policy regarding long-range development of school plant and facilities. It is the device through which the Plan for School Facilities is carried out. The Program covers a six-year period of time and indicates projects to be undertaken.

The Capital Program is prepared by staff, considered by the Board of Education and finally adopted after public review and discussion. This procedure assures an annual opportunity for reexamination in the light of prior experience, public opinion, changing conditions, and new information.

Only funds for the initial year of the program are scheduled to be appropriated. This appropriation is known as the Capital Budget. As provided under the Educational Home Rule Charter Supplement of May, 1965, it is the responsibility of the Superintendent and his staff to prepare and submit a recommended program to the Board for its approval. It is further stipulated that the program be reviewed by the City Planning Commission, although the Commission's comments are not binding upon the final action of the Board.

Projects included in the Capital Program for 1969-74 are consistent with the Plan for School Facilities as presented previously in this document. Priorities have been determined through the interaction of staff, priorities set by the District Superintendents, and a review of the concerns of citizens as expressed in numerous public hearings before the Board of Education.

All project requests have been reviewed in the light of these considerations:

1. School District fiscal resources and policies.
2. Overall objectives of city development as stipulated in the City of Philadelphia's Comprehensive Plan, as amended.
3. Relationships between individual projects regarding both timing and design.

This proposed Capital Program has been reviewed by the public and by a citizen review committee established by the Board. Public hearings were held in the week of April 8, 1968. Following these hearings and receipt of recommendations from the City Planning Commission, the Board adopted its official program on May 27, 1968. Action on this date permits the program to coincide with the adoption of the operating budget for the fiscal year beginning on July 1, 1968.

The pages that follow review the fiscal policies underlying the capital program, summarize the proposed accomplishments of the program, and present the individual projects recommended for inclusion in the program.

A. GENERAL FISCAL POLICIES

The Capital Program for 1969-74 has been established with respect for (1) the outstanding need documented in the Plan for School Facilities; (2) the District's fiscal ability, both to construct and operate new school facilities; (3) the capacity of labor and industry to absorb the proposed volume; and (4) the District's administrative capacity to manage the program during the course of its implementation.

Major points of fiscal policy underlying the Capital Program are:

DEBT POLICY

The Capital Budget for 1968-69 calls for an estimated total encumbrance of $89,982,000 and $493,699,000 over the full six years of the program. The School District currently has available to it approximately $490,000,000 over the period of the program of unappropriated loan authorization with which to meet these demands. This is based upon a total debt limitation of 15% of taxable assessed valuation which was enacted by the electorate of Philadelphia in May, 1967. Of this amount, $344,500,000 would require approval of the electorate and the balance of $45,906,000 could be appropriated by the Board of Education itself.

DEBT SERVICE

The debt service will remain within fifteen percent of the operating budget of the School District during any given fiscal year.

BOND LIFE

Bond life (presently 25 years) will be determined by market conditions, capital requirements, and sound fiscal policy. The debt schedule, shown in Table #7, is based on present estimates of these factors.

PROJECT ANALYSIS

Each project is examined for the possibility of financing under special Federal, State and other sources. Also, every effort is being made to maximize subsidies received under existing State legislation and to amend such legislation to provide additional reimbursement wherever possible. The School District, working with the Pennsylvania School Boards Association and the Pennsylvania Association of School Administrators, has been instrumental in having House Bill 1812 introduced into the State legislature. This bill, among other things, provides for substantial increases (from 23% to 44%) in the maximum costs of approved construction on which the State will reimburse the School District over the life of the bond issue. The State presently pays 50% of the approved construction costs plus interest. This bill is presently being considered by the Committee on Education in the House of Representatives.

Whenever possible, school construction is coordinated with the urban renewal program under Title I of the Federal Housing Act to take advantage of lower site acquisition and demolition costs. The School District is continuing to work closely with the City in the Model Cities Program to insure that maximum benefits will be obtained for Philadelphia.

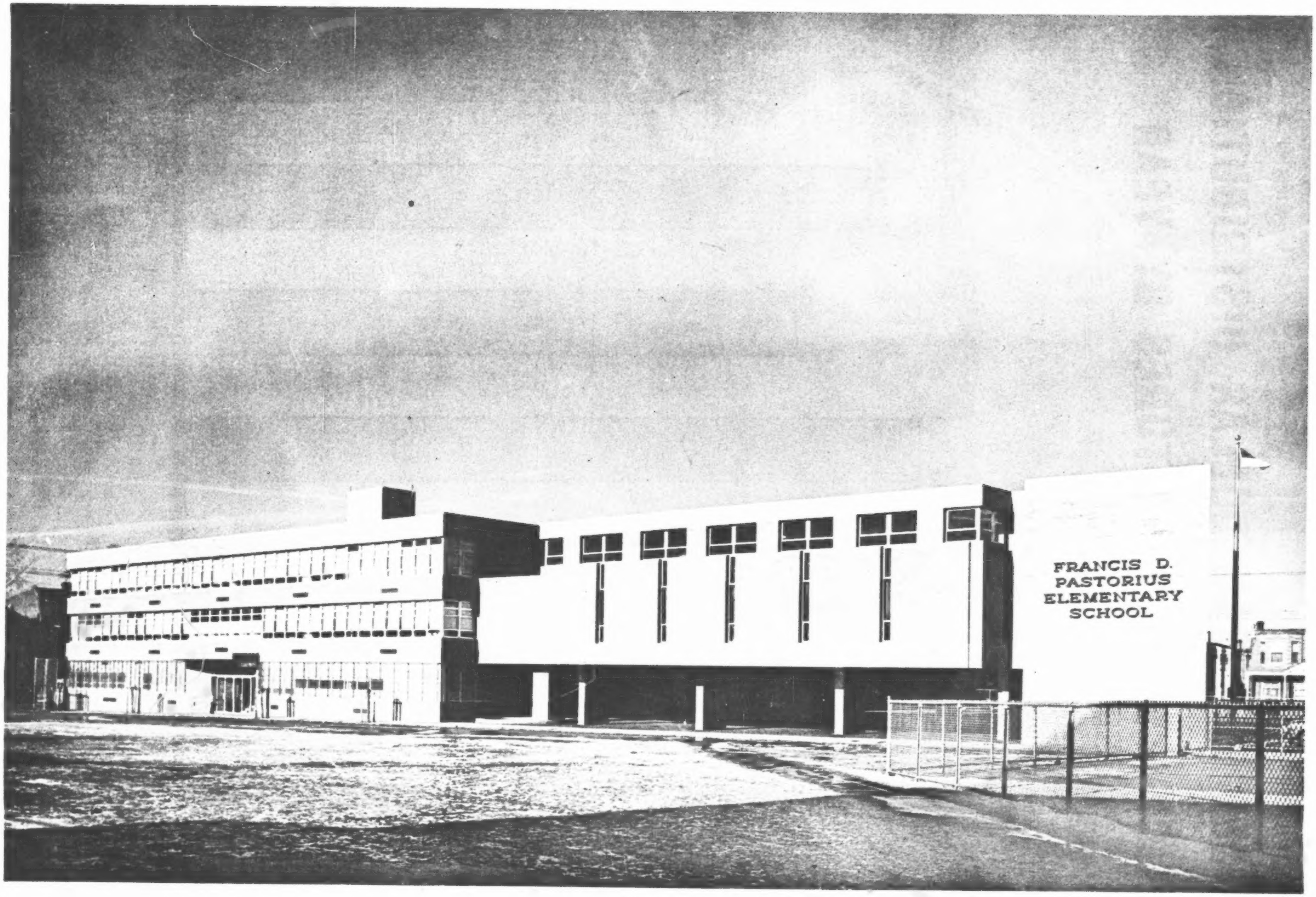
COST FACTORS

The cost of new schools and additions has been increased to reflect the experience of the past two years. These increases are a result of several influences. First and foremost, they reflect a pattern of continuing cost escalation in the construction industry. In 1967-68, the School District has experienced a 6% increase in costs and, on this basis, has provided for an additional 6% increase for the Capital Budget year. The funds provided for all future projects are based on this estimate of 1969 costs.

In addition, middle and high schools are now well under design and their costs have been established more accurately. Furthermore, total costs have, in previous years, been based on the assumption that non-educational areas (e.g., corridors, toilet rooms, stairs, cafeterias, etc.) would not exceed 25% of total building space. It has been impossible to reach this goal and adjustments have been made accordingly. Finally, the Board of Education has adopted a policy of providing 1% of construction cost for art work. This factor is reflected in 1969 cost estimates.

SECTIONALIZATION

The cost of each project has been calculated as to the following four components: site development (land acquisition and demolition), architectural fees, construction, and furniture and equipment. No section of a project may be started unless loan authorization or other sources are available to cover that section.

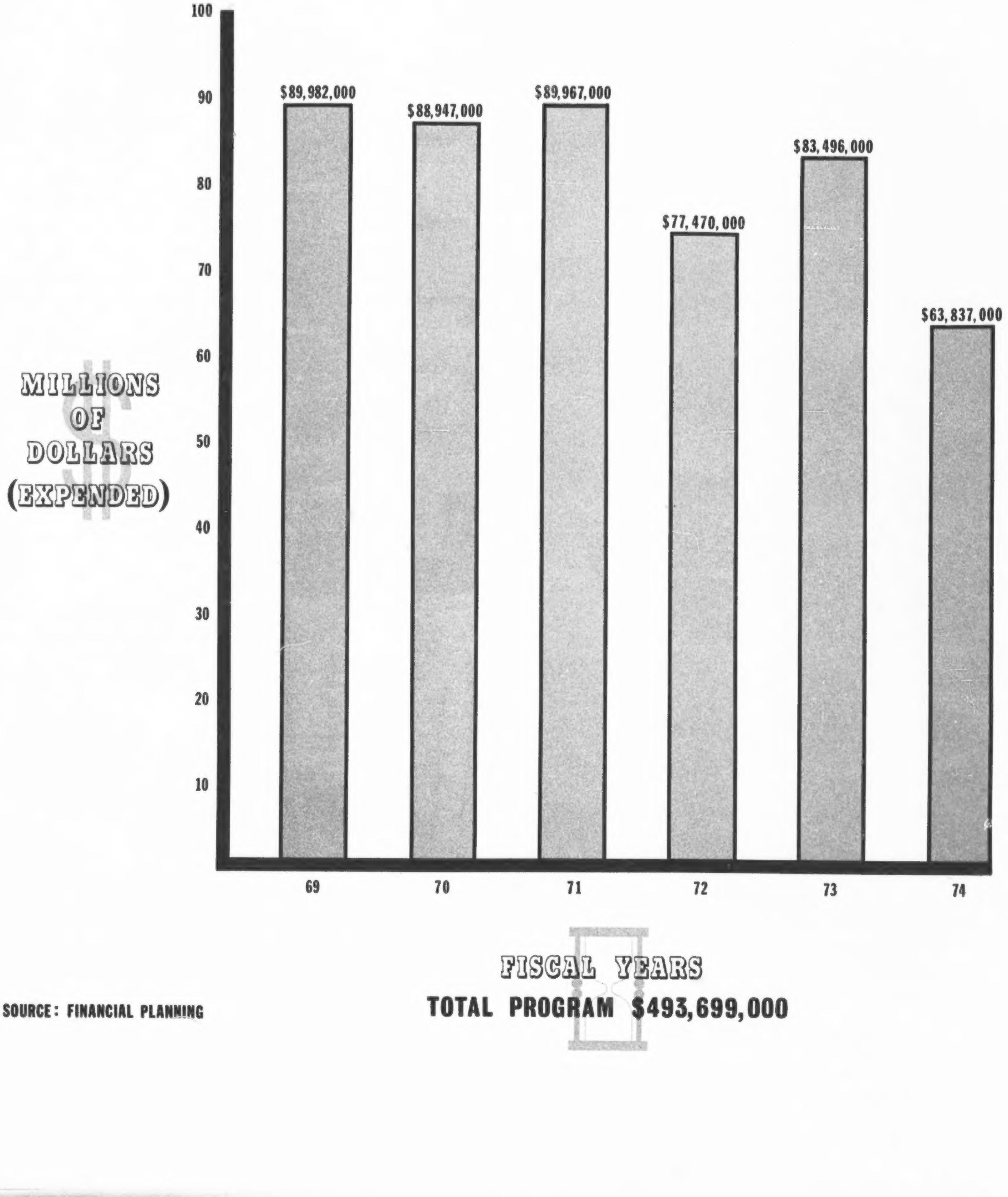

FRANCIS D.
PASTORIUS
ELEMENTARY
SCHOOL

FRANCIS D. PASTORIUS SCHOOL
Chelten and Sprague Streets

Replacement
Completed January 1967

ILLUSTRATION 6

PROPOSED PROGRAM DOLLAR DISTRIBUTION ANTICIPATED EXPENDITURES BY YEAR

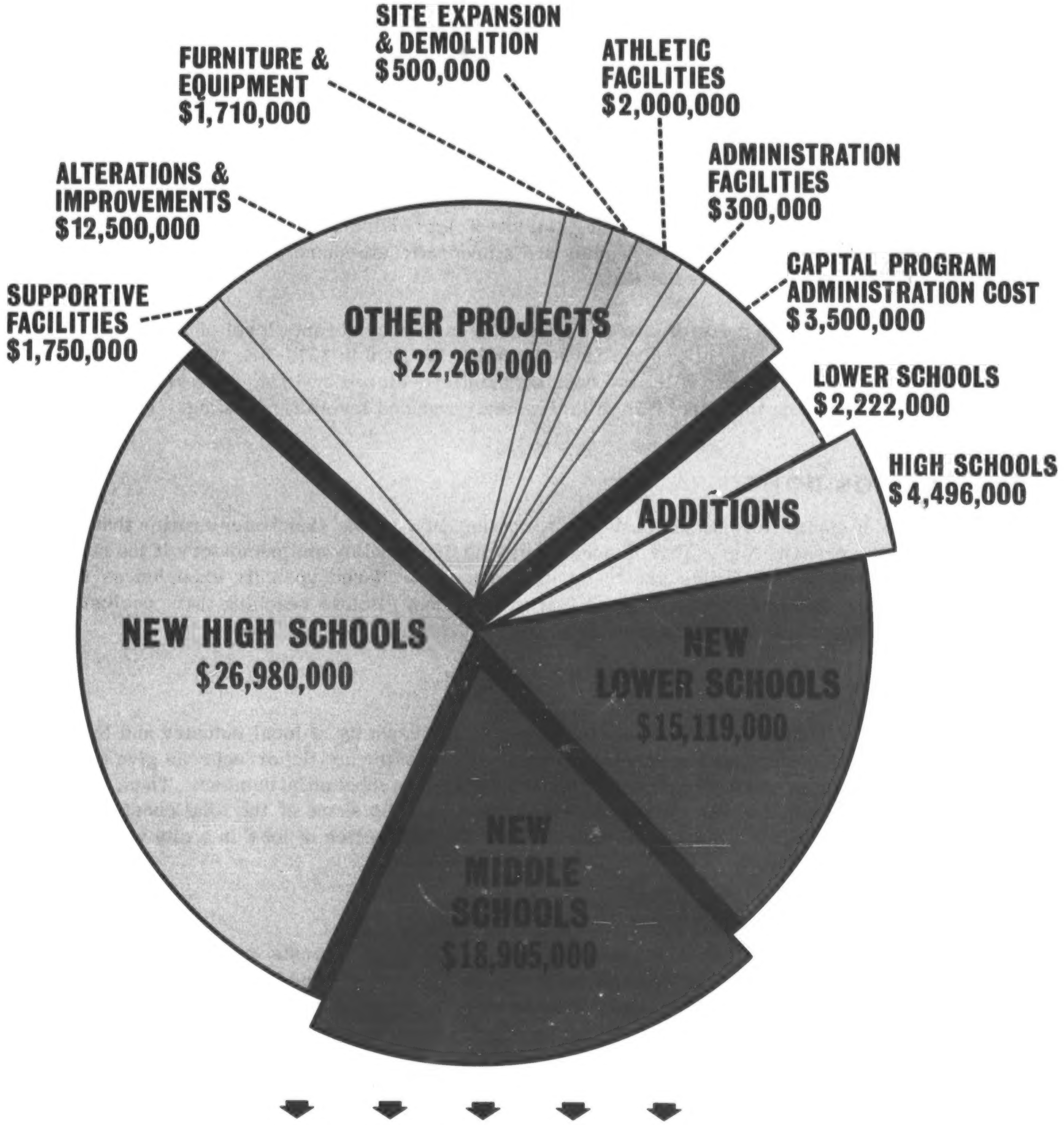


SOURCE: FINANCIAL PLANNING

TOTAL PROGRAM $493,699,000

ILLUSTRATION 7

ANTICIPATED EXPENDITURES BY PURPOSE



TOTAL $89,982,000

SOURCE: FINANCIAL PLANNING

CONSOLIDATION OF PAST BUDGETS

For purposes of beginning the new fiscal year, the status of all project items authorized by the Board in last year's capital budget has been scrutinized, with the following conclusions:

1. All costs likely to be incurred through June, 1968 remain attributed to the 1967-68 Capital Budget.
2. Costs of all remaining sections of projects in process in 1967-68 are itemized in 1968-69 or later years.
3. Timing of costs per section is consistent with a detailed review of the Board's construction cycle in order to reflect, as closely as possible, when actual encumbrances will occur.

B. TOTAL PROGRAM SUMMARY

Prepared in keeping with the above policies, the Capital Program for 1969-74 has an estimated cost of $493,699,000 (excluding interest). The School District of Philadelphia will receive an estimated $131,000 as a subsidy from the State of Pennsylvania, and a proportionate share of the cost of financing the Capital Program will also be borne by the State.

The Capital Budget for 1968-69 calls for a total expenditure on an encumbrance level of $89,982,000. The remaining years range from $88,947,000 in 1969-70 to $63,837,000 in 1973-74. This tapering off in 1973-74 signifies that the facility gap will have been substantially closed by 1974. The years beyond the present program will continue to reflect this in increasingly reduced levels of spending. (See Illustrations #6 and #7).

C. GETTING THE JOB DONE

The proposed pace of capital investment calls for a continuation of the sharp acceleration that has been generated during the present year. This is consistent with fiscal policy and mandatory if the needs described in the Plan for School Facilities are to be met promptly. Based upon its experiences this year, the School District is confident that it is a job that can be done. Before reaching that conclusion, a thorough review was made of other factors that affect performance.

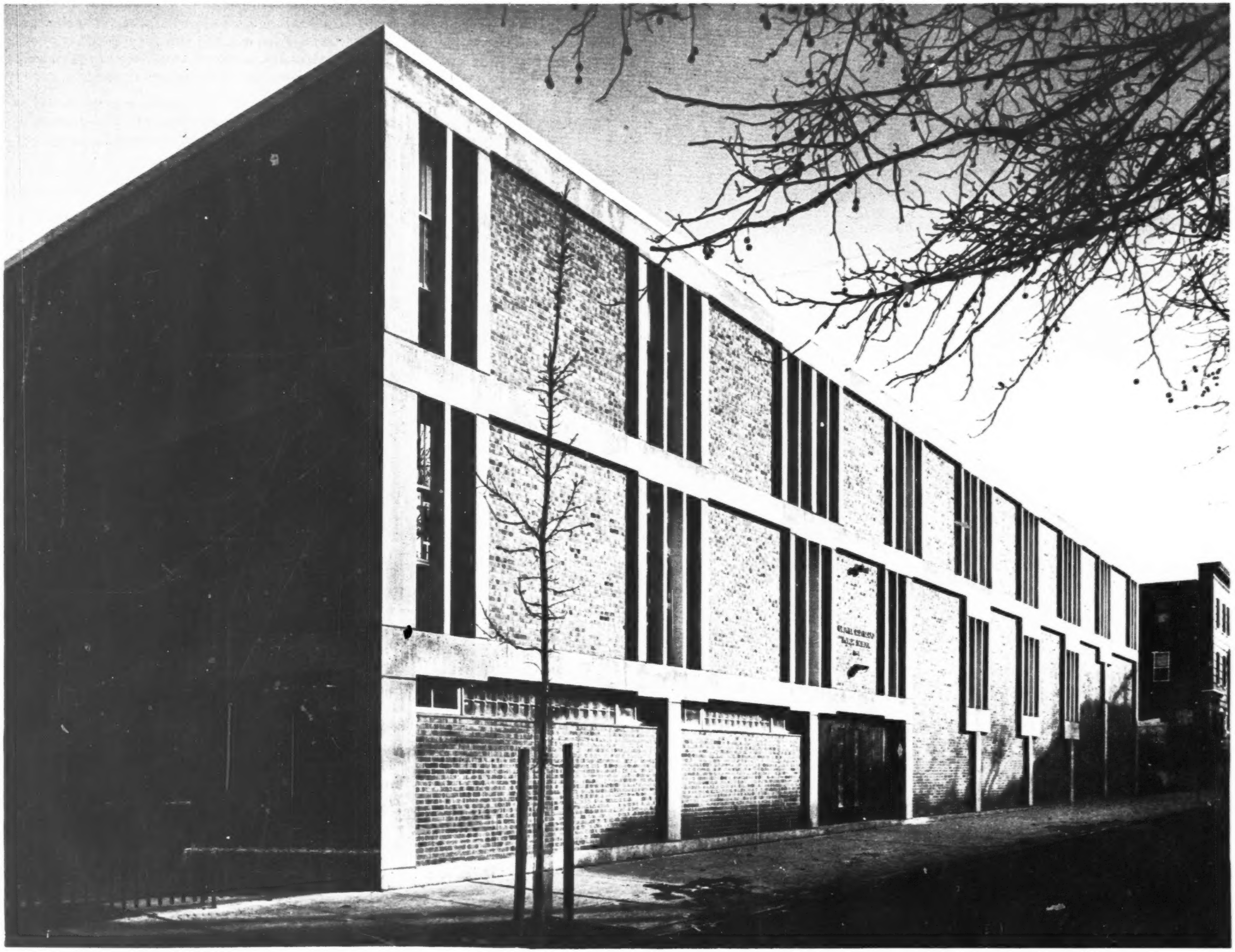
The Construction Industry

The proposed levels of spending are believed to be within the capacity of local industry and labor. Our own experience in the current fiscal year plus checks with industry and labor sources give every indication that such a level is an attainable target. Bidders continue in substantial number. Thus, there would appear to be ample room for the School District to maintain its share of the total construction market in the coming year and in so doing, to contribute to the production of jobs in a city with substantial unemployment.

Effects Upon Operating Costs

When new schools are built, they must be maintained and staffed. The costs generated by the addition of new school facilities must, therefore, be reflected in future operating budgets. This year an intensive check has been made of the likely impact of these costs over the six years of the Capital Program. Typical costs incurred per type of school have been determined in making this projection. Their cumulative impact, including debt service, has been taken into consideration in projecting the future fiscal requirements of the School District. (See Table #8)

If there is reason for concern in the program this year, it lies with the ability of the School District to obtain the required operating revenues to sustain this level of capital investment over the years ahead. It is the position of this report that the schools, to do the job now expected of them, MUST seek and obtain the requisite funds from a combination of local, state and federal sources. To reduce the



GROVER CLEVELAND SCHOOL
19th and Butler Streets

Addition
Completed April 1967

TABLE 7

CAPITAL PROGRAM
STATEMENT OF
BORROWING CAPACITY, LOAN AUTHORIZATION AVAILABLE FOR APPROPRIATION AND DEBT SERVICE

	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Summary of Borrowing Capacity							
Assessed Valuation of Taxable Property	(1)$5, 156, 010, 000	$4, 486, 000, 000	$4, 553, 300, 000	$4, 621, 600, 000	$4, 690, 900, 000	$4, 761, 200, 000	$4, 832, 600, 000
Debt Limitation at 15%	773, 400, 000	672, 900, 000	683, 000, 000	693, 000, 000	704, 000, 000	714, 000, 000	725, 000, 000
Summary of Loan Authorization available for appropriation in future years							
Loan authorization available for appropriation-beginning of year	$ 568, 584, 000	$ 384, 347, 000	$ 311, 002, 000	$ 245, 083, 000	$ 181, 794, 000	$ 134, 874, 000	$ 83, 970, 000
Reduction in loan authorization[1]	(107, 544, 000)						
Repayment of principal indebtedness during fiscal year	8, 550, 000	9, 594, 000	12, 928, 000	16, 678, 000	19, 550, 000	22, 592, 000	25, 217, 000
Increase in total loan authorization		7, 043, 000	10, 100, 000	10, 000, 000	11, 000, 000	10, 000, 000	11, 000, 000
Appropriated for Capital Budget	(83, 343, 000)	(89, 982, 000)	(88, 947, 000)	(89, 967, 000)	(77, 470, 000)	(83, 496, 000)	(63, 837, 000)
Additional appropriation 5/67	(1, 900, 000)						
Loan Authorization available for appropriation at end of year	$ 384, 347, 000	$ 311, 002, 000	$ 245, 083, 000	$ 181, 794, 000	$ 134, 874, 000	$ 83, 970, 000	$ 56, 350, 000
Summary of Debt Service							
Repayment of Debt (Principal)	8, 550, 000	9, 594, 000	12, 928, 000	16, 678, 000	19, 550, 000	22, 592, 000	25, 217, 000
Interest payments	6, 300, 965	9, 951, 332	12, 522, 089	15, 710, 080	18, 363, 968	20, 344, 613	20, 599, 335
Total	$ 14, 850, 965	$ 19, 545, 332	$ 25, 450, 089	$ 32, 388, 080	$ 37, 913, 968	$ 42, 936, 613	$ 45, 816, 335
Less estimated State Subsidy for Building Program	720, 000	1, 000, 000	2, 400, 000	4, 350, 000	6, 300, 000	7, 950, 000	9, 450, 000
Net Cost to School District	$ 14, 130, 965	$ 18, 545, 332	$ 23, 050, 089	$ 28, 038, 080	$ 31, 613, 968	$ 34, 986, 613	$ 36, 366, 335

Assumes sale of 25 years 4-3/4% Bonds sold subsequent to June 30, 1968.

(1) The year 1967-68 assessed valuation included both real and personal property. In subsequent years, the assessed valuation of personal property has been excluded as the result of a repeal of the personal property taxes.

(2) Under the present Subsidy Law, the School District receives 50% reimbursement from the State of Pennsylvania on approved project costs plus interest amortized over the life of the bond issue that financed the project. The cost on which this reimbursement is based is further limited to certain maximums as prescribed by law.

2

TABLE 8

SUMMARY OF IMPACT ON THE OPERATING BUDGET

Educational and Non-Educational Costs Attributible to the 1969-74 Capital Program

Distribution of Costs	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Administrative Salaries (includes fringe benefits and supplies)	183,053	415,324	665,342	1,004,830	1,495,776	2,152,006
Teachers Salaries (plus fringe benefits)	2,598,004	2,661,298	3,661,368	7,019,322	15,983,105	23,608,028
Salaries – Operating Services (includes fringe benefits)	1,187,294	1,672,058	2,159,367	3,188,871	4,904,485	6,752,766
Other Operating Expenditures	100,520	111,203	156,387	290,030	631,767	931,086
Debt Service:						
Repayment of Principal	9,594,000	12,928,000	16,678,000	19,550,000	22,592,000	25,217,000
Interest Payments	9,951,332	12,522,089	15,710,080	18,363,968	20,344,613	20,599,335
Total	23,614,203	30,309,972	39,030,544	49,417,021	65,951,746	79,260,221

program from present levels would be to fly in the face of a known crisis and to short-change a generation of children upon whom the future of Philadelphia must stand. The implications of this instance will have to be examined each and every year if the School District is to be fiscally responsible. We are confident that the obligations incurred as a result of the proposed 1968-69 program can be met. We will have to re-examine this situation each and every year. If the program is to be cut back, however, that determination must be made by the community and not by the School District's administration.

Administrative Management

Critical to the meeting of the targets of this Program is the staff capability of the School District to supervise and administer it. This responsibility is lodged in the Division of School Facilities and its seven operating departments. In 1967-68, that division has been expanded and strongly strengthened. As a consequence, initial reliance upon outside consultant firms to assist in the administration of the program has been drastically reduced, at cost savings to the School District. The School District is, in other words, geared up to the level of activity presently proposed.

Making the New Schools Work Effectively

This year many new buildings are being completed and placed into service. These schools contain many new features and new opportunities for learning. They also require that the educational team assigned to them be trained and capable of using them fully; that rooms for team teaching operate effectively; that instructional materials centers become the actual as well as the intended core of the school program.

For these reasons, a major effort is underway to assure the successful merging of plant and personnel. It has been agreed that an instructional leader will be assigned to each new facility months prior to the opening of a new facility. In addition, the assignment of a cadre of new staff will be made in ample time to permit the full development of a curriculum and program for the new facility. An administrative committee is supervising this development.

In certain instances, namely William Penn and West Philadelphia-University City High Schools, where special programs in communications and science and mathematics are being proposed, foundation funds have been assigned to permit these specialized offerings to be developed in full. Furthermore, in every possible instance, parental and community involvement in planning is being sought by the School District.

Site Selection

Site acquisition is a sensitive element of programming since it affects both time and cost.

This year, increasing difficulty has been experienced in the selection of new sites for schools and in arriving at expansion plans for existing schools. This stems from the simple competition for space in a built-up city, from increasing land values, and, in many instances, from strong community pressures. It must be remembered that the School District's plan for new facilities is being forged upon a City Physical Development plan that was prepared in 1960 with no reference to these needs. Through the cooperation of the City Planning Commission many of these problems have been met; others remain. Far more difficult are strong community reactions being experienced in a diverse and multiracial community where questions of school integration and adverse reactions to large numbers of youngsters are frequently reasons for difficulty.

In the current year, several schedules have been substantially slowed through the difficulty of site selection. In the light of this experience and to avoid a false picture of timing, a full year for site selection is agreed to before any item is to be scheduled in this Capital Program. As previously indicated, these facts, gained from experience, dictate a review of site area requirements previously worked out in conjunction with the City Planning Commission. A major review of these standards is underway. New approaches to assembly of land are part and parcel of the studies now underway in master plans for several areas and in the education park studies. A deep commitment to land stretching exists. As any conclusions are reached they will be discussed with the community before adoption by the School District.

Land Acquisition

To minimize the pains and difficulties of relocation, the services of the Centralized Relocation Bureau of the Redevelopment Authority continue to be used to assist in relocation of persons and businesses displaced by school construction.

To reduce costs of site acquisition, the School District cooperates with other governmental agencies. The provision of adequate playground and play area is assisted by joint development with the City's Department of Recreation. The School District also makes every effort to secure land through the City's urban renewal program where a write-down in land costs is attainable. A number of schools are already designated for acquisition within renewal areas and others will be added in future years.

The Record of the Current Year

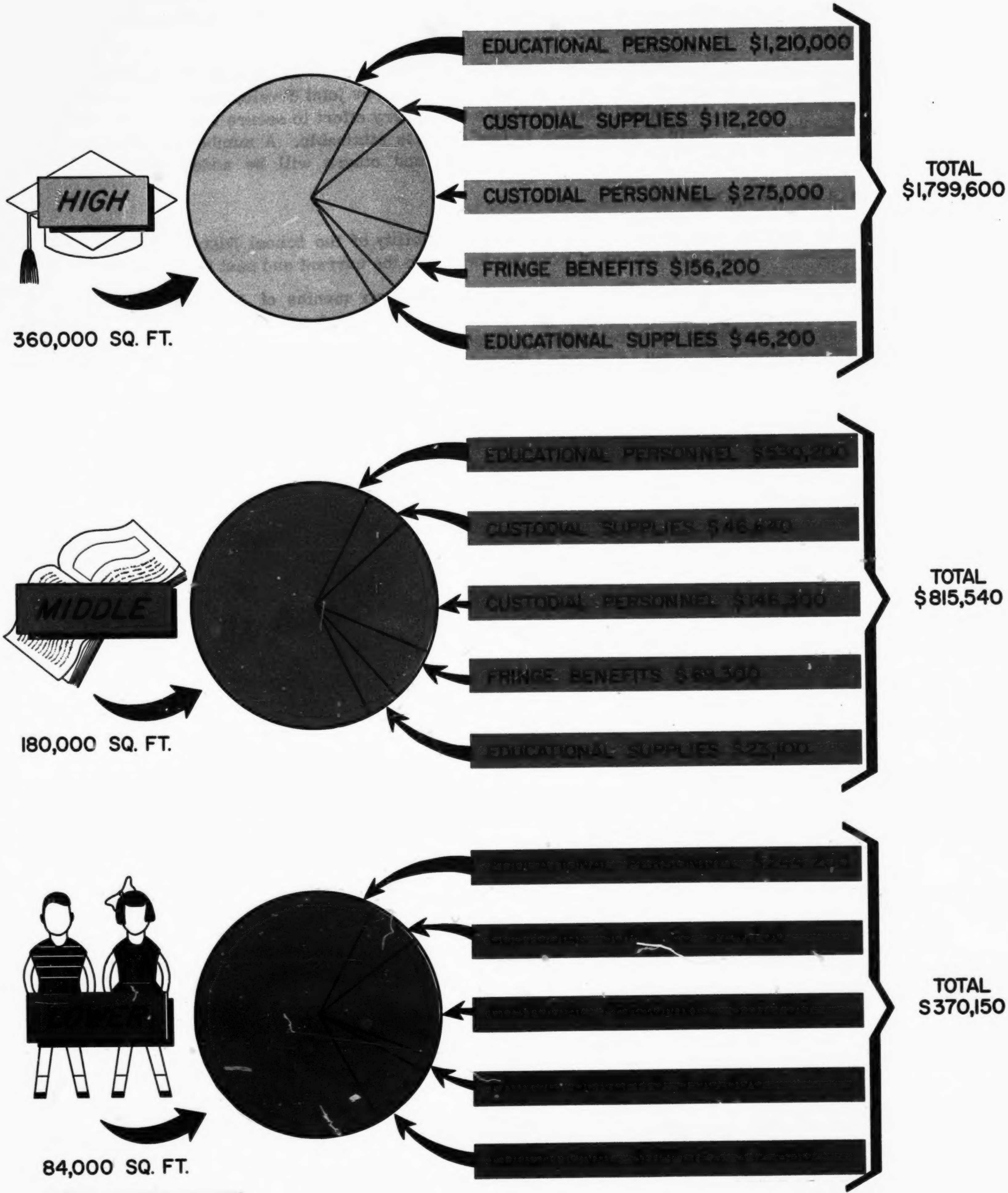
The best evidence upon which to judge both the capability of the School District to undertake its proposed program is found in a review of work performed in the current and past fiscal years.

Total encumbrances for fiscal year 1965 and the first six months of 1966 were approximately $17,000,000. In 1966-67, this figure was more than quadrupled to a figure of $71,000,000. During the current fiscal year a further increase to $80,000,000 is regarded as a probable target. The 1968-69 target of $90,000,000 is regarded as readily achievable.

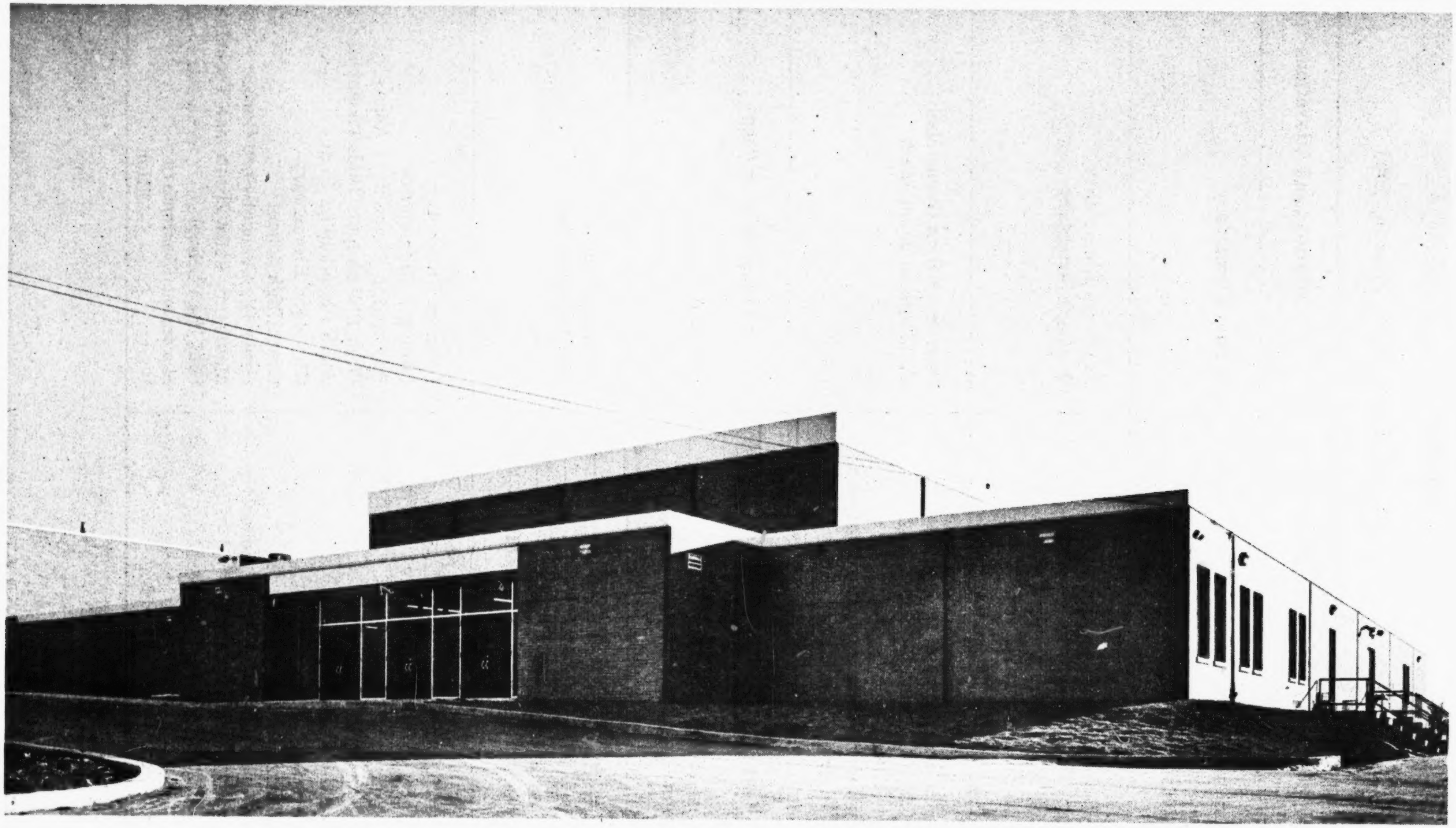
The present rate of activity is compared to previous years in Illustration #9. Table #9 shows projects completed between 1962 and 1968. Table #10 is a summary of projects in progress as of February 1, 1968. Table #11 summarizes projects now under study or design.

ILLUSTRATION 8

TYPICAL OPERATING COST
1968-69 COST BASE



SOURCE: FINANCIAL PLANNING



WALTER B. SAUL SCHOOL
7100 Henry Ave.

Addition
Completed December 1967

TABLE 9

PROJECTS COMPLETED: January 1, 1962 - June 30, 1968

New and Replacements		Additions and Alterations
1962	Bustleton Elementary - new Kenderton Elementary - repl Washington High School - new	Sartain Elementary
1963	Pollock Elementary - new Anderson Elementary - new Leidy Elementary - repl Kane Elementary - repl	Ferguson Elementary Waring Elementary
1964	McMichael Elementary - repl Arthur Elementary - repl Huey Elementary - repl Strawberry Mansion Junior High - new L. P. Hill Elementary - new	Overbrook High Gymnasium F. Douglass Elementary
1965	Locke Elementary - new Clymer Elementary - repl Decatur Elementary - new Greenberg Elementary - new	Olney Transportation Shop Germantown Gymnasium Frankford High School
1966	Welsh Elementary - repl Morris Elementary - repl Kelley Elementary - repl Pastorius Elementary - repl	McCall Elementary Mifflin Elementary
1967-68	Blaine Elementary - repl Miller, E. S., Elementary - repl Stearne - repl Hancock - new Loesche - new Pennsylvania Advancement School	Belmont Elementary Comegys Elementary Harrington Elementary Annex West Philadelphia High Technical Center South Philadelphia High Cleveland Elementary Gratz High School Gratz High School-Shop Center Mastbaum Area Vocational-Technical Saul High School Shawmont Elementary Wister, J. - Addition

ILLUSTRATION 9

PROJECTS COMPLETED JAN. 1, 1962 - JUNE 30, 1968

1-1 62 | 1-1 63 | 1-1 64 | 1-1 65 | 7-1 66 | 7-1 67 | 7-1 68

DISTRICT	CALENDAR			18 MONTH	FISCAL	
	62	63	64		66	67
1		●	●●	●		◐◐◐◧
2	◐	●◐	●◐	●	●	●
3				◐		◧
4	●	●	●▲■			●◐◧
5		◐		●●		◧
6				◐	●◧	◐◐▲◧
7				◧◧		●
8	●■	●		●●		●●▲

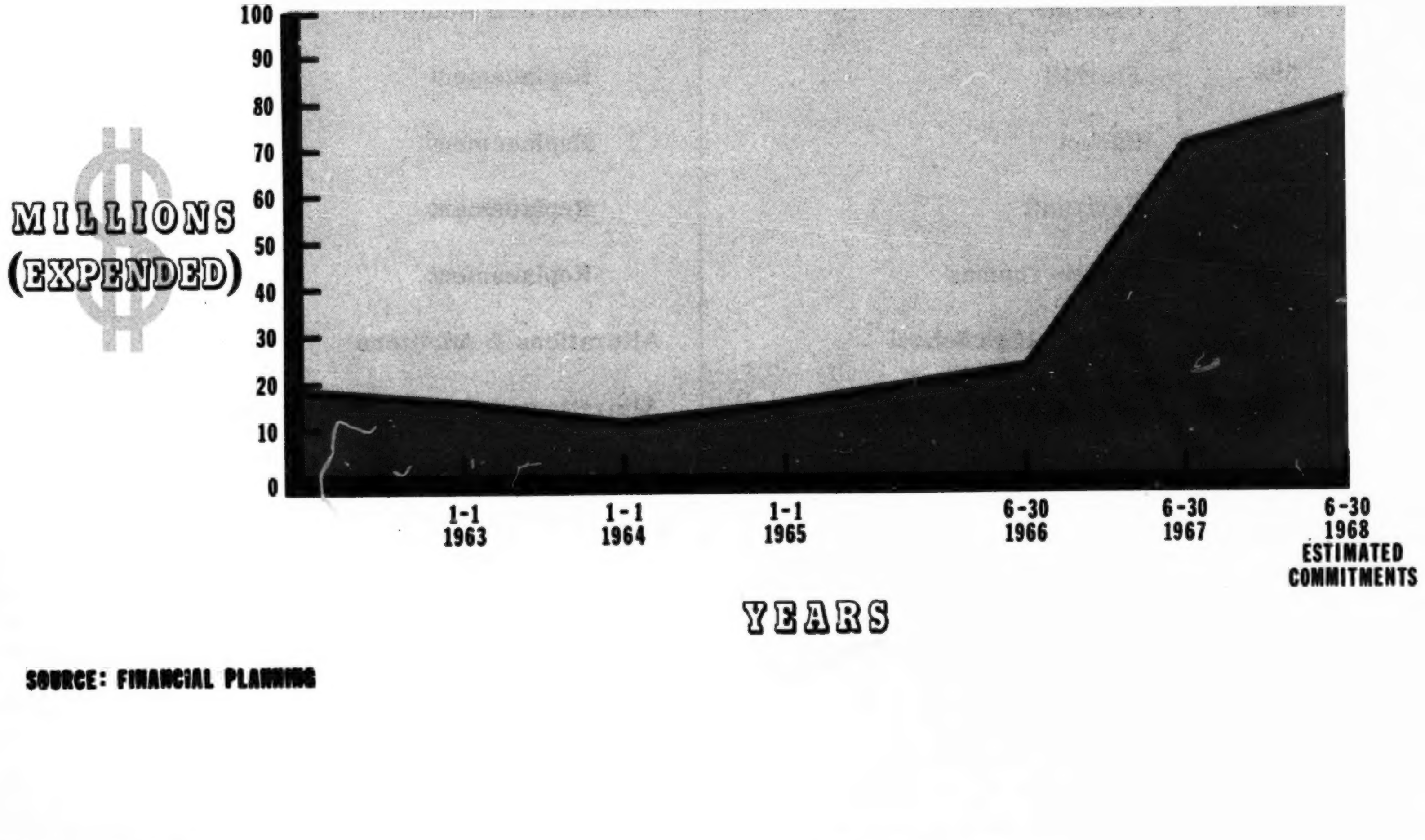
SOURCE: SCHOOL FACILITIES

LEGEND

	NEW	ADDITIONS
LOWER	●	◐
MIDDLE	▲	◭
HIGH	■	◧

ILLUSTRATION 10

TOTAL EXPENDITURES - CAPITAL BUDGET JAN. 1, 1962 TO JUNE, 1968



SOURCE: FINANCIAL PLANNING

TABLE 10

MAJOR PROJECTS UNDER CONSTRUCTION 1967-68 FISCAL YEAR

Project Number	School	Type of Project	Date Contract Award
103	University City High School	New	1968
	Bartram Annex	Alterations & Additions	1968
110	Sayre Swimming Pool	Addition	1968
131	Harrity	Alterations & Additions	1968
129	Hamilton	Replacement	1968
227	Darrah	Alterations & Additions	1968
247	Greenfield	Replacement (City Center)	1968
402	Overbrook High School	Alterations & Additions	1967
450	Duckrey	Replacement (Allison-Claghorn)	1967
435	Wright	Replacement (McIntyre)	1968
430	Heston	Replacement	1968
503	William Penn High School	Replacement	1968
512	Stetson Junior High School	Alterations & Additions	1967
545	Carroll	Alterations & Additions	1968
528	Fairhill	Replacement	1967
530	Hacket	Replacement	1967
532	Hartranft	Replacement	1967
539	Potter-Thomas	Replacement	1967
601	Central High School	Alterations & Additions	1967
602	Germantown High School	Alterations & Additions	1967
603	Roxborough High School	Alterations & Additions	1967
603	Roxborough High School Field	Alterations & Additions	1967

TABLE 10

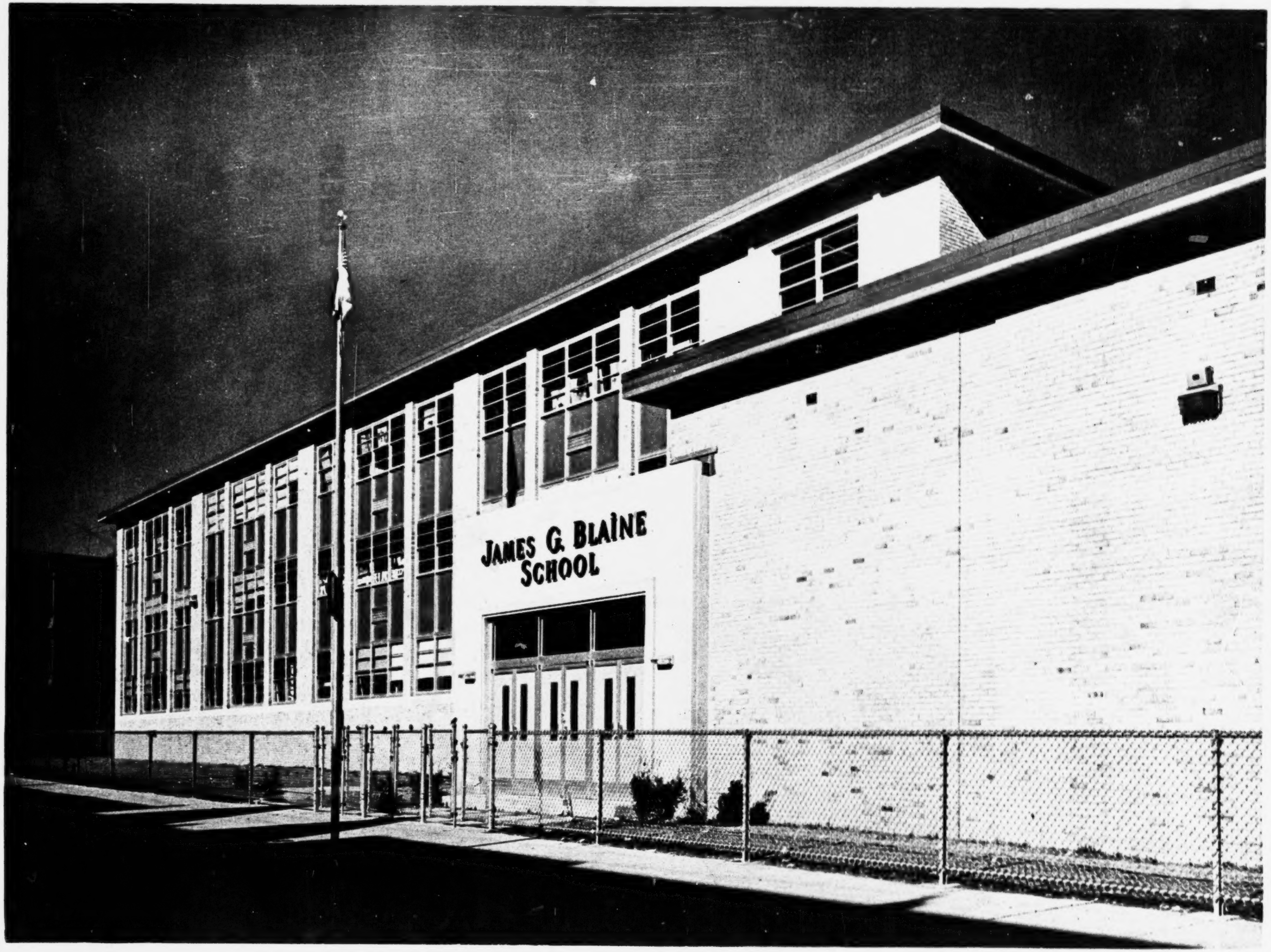
MAJOR PROJECTS UNDER CONSTRUCTION 1967-68 FISCAL YEAR (Continued)

Project Number	School	Type of Project	Date Contract Award
611	Roosevelt Jr. High School	Alterations & Additions	1968
614	Pickett Middle School	New	1968
641	Cook-Wissahickon	Replacement	1968
642	East Falls	Alterations & Additions	1967
655	Henry, C. W.	Alterations & Additions	1967
651	Kelly, J. B.	Replacement (Fitler-Keyser)	1968
644	Lingelbach	Alterations & Additions	1967
691	Widener Memorial	Alterations & Additions	1967
701	Frankford High School	Alterations & Additions	1968
701	Frankford High School Field	Alterations & Additions	1968
702	Olney High School	Alterations & Additions	1967
731	Birney	Alterations & Additions	1968
747	Bridesburg	Alterations & Additions	1967
750	Cramp	Replacement	1968
726	Ellwood	Alterations & Additions	1968
744	Taylor	Alterations & Additions	1967
745	Webster	Replacement	1967
802	Northeast High School	Alterations & Additions	1967
812	Wilson Junior High School	Alterations & Additions	1968
811	Rush Middle School	New	1967
893	Shallcross Residential	Alterations & Additions	1968
070	Bus Garage (46th & Market Sts.)	Alterations & Additions	1967

TABLE 11

MAJOR PROJECTS — ARCHITECTS APPOINTED — UNDER STUDY AND DESIGN

Project Number	School	Type of Project	Estimated Start of Construction by Fiscal Year
105	Eastwick High School	New	1970
115	Pepper Middle School	New	1970
117	Turner Middle School	New	1969
121	Middle School West Phila. Area	New	1971
153	Bryant	Alterations & Additions	1969
145	Daroff	New	1970
130	Harrington	Alterations & Additions	1969
149	Roberts	New	1970
205	Columbus High School	New	1970
250	Alessandroni	Replacement (Benson and Wayne)	1969
202	Kennedy Center Warehouse	Alterations	1969
312	Stoddart-Fleisher Jr. High	Replacement	1969
401	Gratz High School (Hatfield)	New	1969
401	Gratz High School Gymnasium	Alterations & Additions	1969
403	High School (W. of Schuylkill River)	New	1970
417	McDevitt Middle School	New	1970
418	Betsy Ross Middle School	New	1969
444	Lehigh	Replacement	1969
500	Houston/Edison Field	Athletic Facility	1969
606	Northwest High School	New	1969
615	Middle School (Awbury Tract)	New	1971
639	Steel	Replacement	1969
748	Wright-Muhr	Replacement	1969
813	Meehan Middle School	New	1970
815	Middle School Between Washington & Northeast High Schools	New	1970

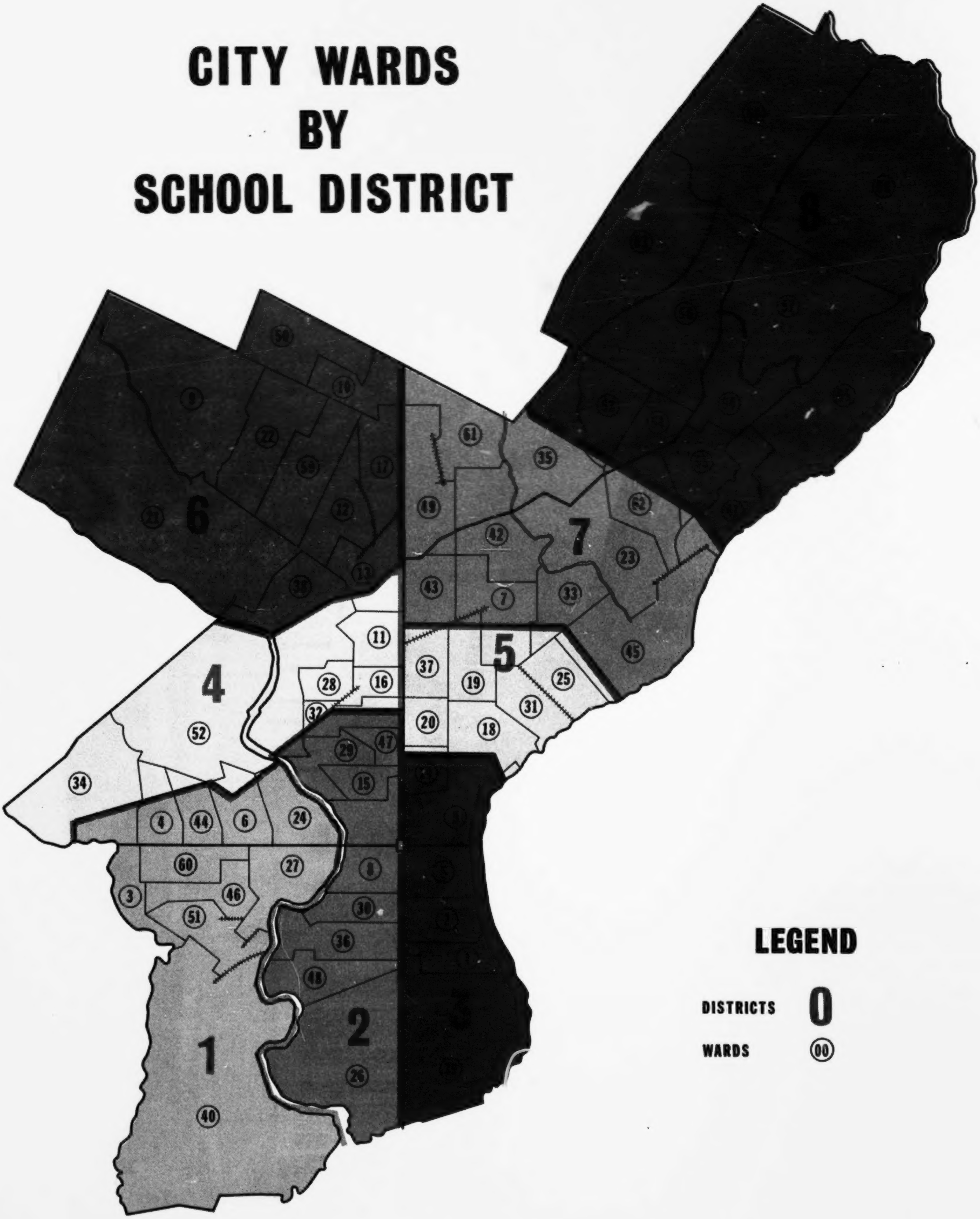

JAMES G. BLAINE
SCHOOL

JAMES G. BLAINE SCHOOL
30th and Norris Streets

Replacement
Completed November 1967

MAP 4

CITY WARDS BY SCHOOL DISTRICT


1
2
3
4
5
6
7
40
26
48
36
30
8
3
51
46
60
27
4
44
6
24
34
52
29
47
15
32
28
16
11
37
19
20
18
31
25
43
7
33
45
42
23
62
49
61
35
21
38
13
12
17
59
22
9
10
50
LEGEND
DISTRICTS 0
WARDS 00

SOURCE: FINANCIAL PLANNING

D. TARGETS FOR ACCOMPLISHMENT

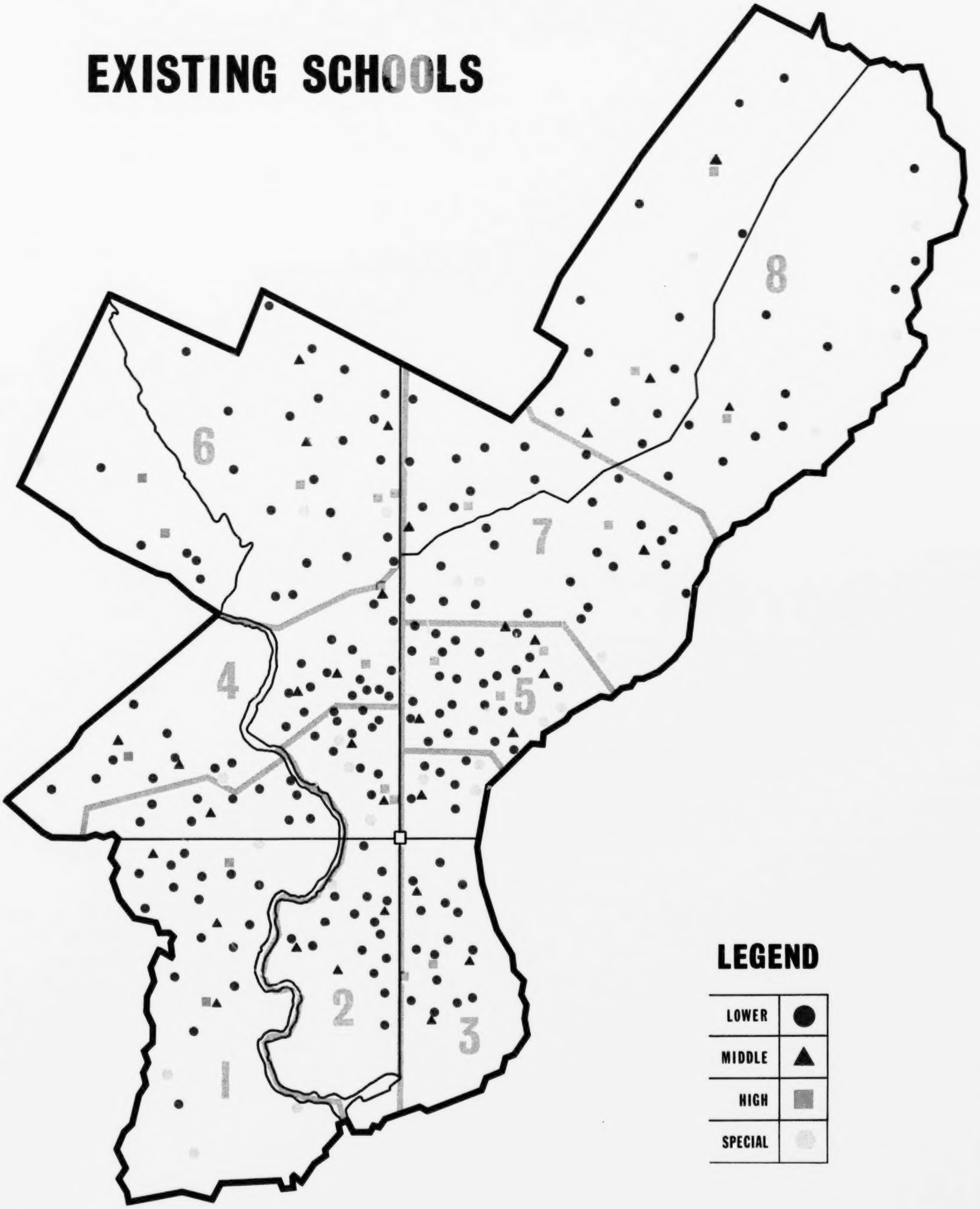
Table 12 below represents the Targets for Accomplishment set in the 1968-74 Capital Program. A similar table was included in last year's report. When the six year program is completed the major outstanding space needs of the school system will have been met. For this reason, the table compares the results of the six year program with the objectives of the Plan for 1980. The revised set of enrollment projections and the changes in the method of computing capacities are responsible for changes from the targets set last year.

	At Present Time	1969-1970	At End of Six-year Program	By 1980
1. Number of children in pre-school classes	5,500	17,500	26,500	26,500
2. Number of children in kindergarten	25,500	26,500	35,000	35,500
3. Number of fire-resistant lower schools[1] (pre K-4)	147	167	183	187
4. Standard capacity of fire-resistant lower schools	118,522	135,399	146,935	149,815
5. Number of fire-resistant middle schools (5-8)	30	32	62 [2]	62
6. Standard capacity of fire-resistant middle schools	36,557	40,400	91,640	91,640
7. Number of fire-resistant high schools (9-12)	21	21	35	38
8. Standard capacity of fire-resistant high schools	42,835	47,055	83,985	93,341
9. Number of children in special education classes	10,000	10,000	13,000	20,000
10. Number of non-fire-resistant buildings	55	31	19	0
11. Level of capital spending per year	80,000,000	89,900,000	63,800,000	35,000,000
12. Annual level of alterations and improvements	12,500,000	12,500,000	6,000,000	6,000,000

1. Does not include portables, leased space, or schools scheduled for replacement.
2. Includes five conversions to middle school use of lower and upper schools.

MAP No. 5

EXISTING SCHOOLS



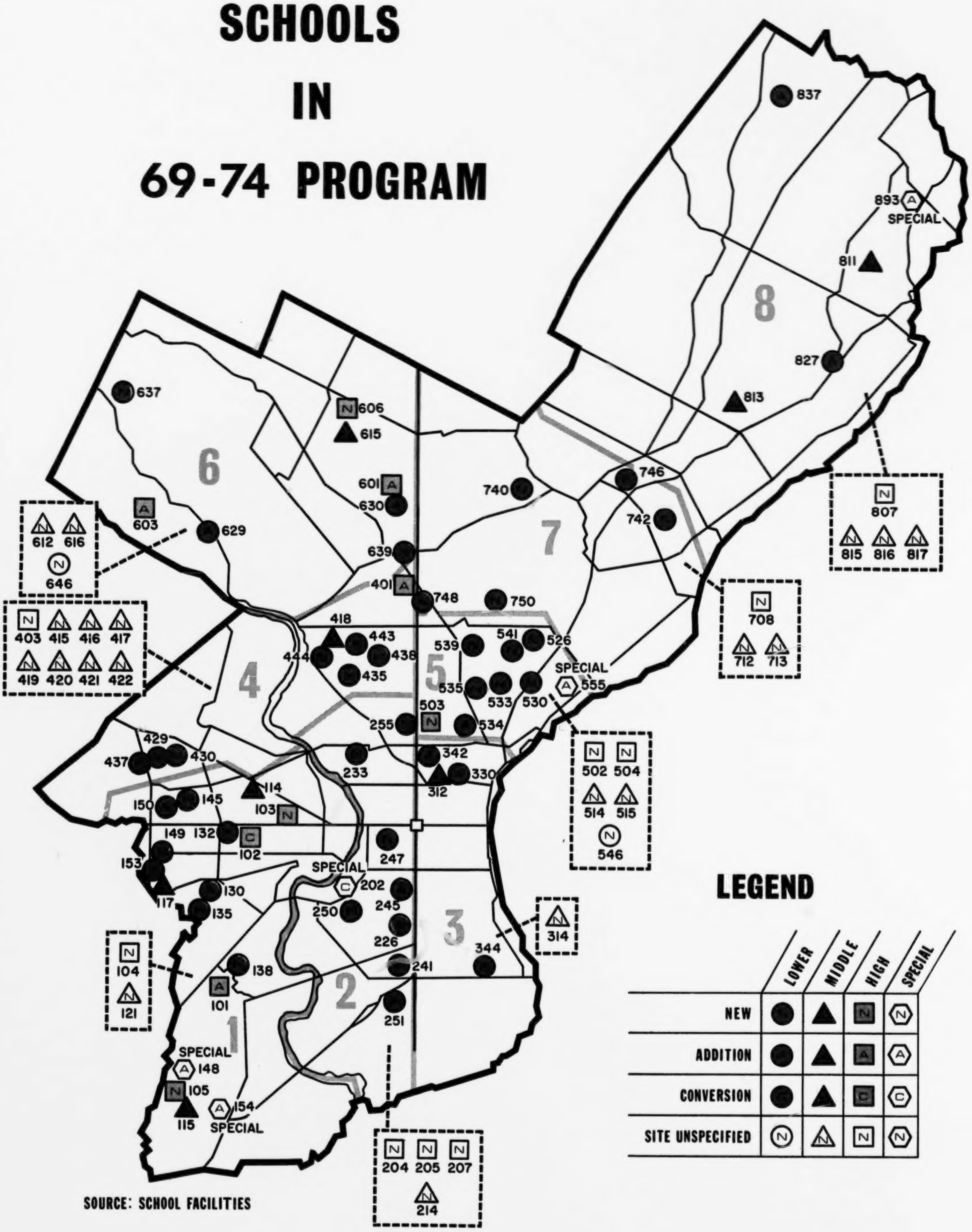
LEGEND

LOWER	●
MIDDLE	▲
HIGH	■
SPECIAL	●

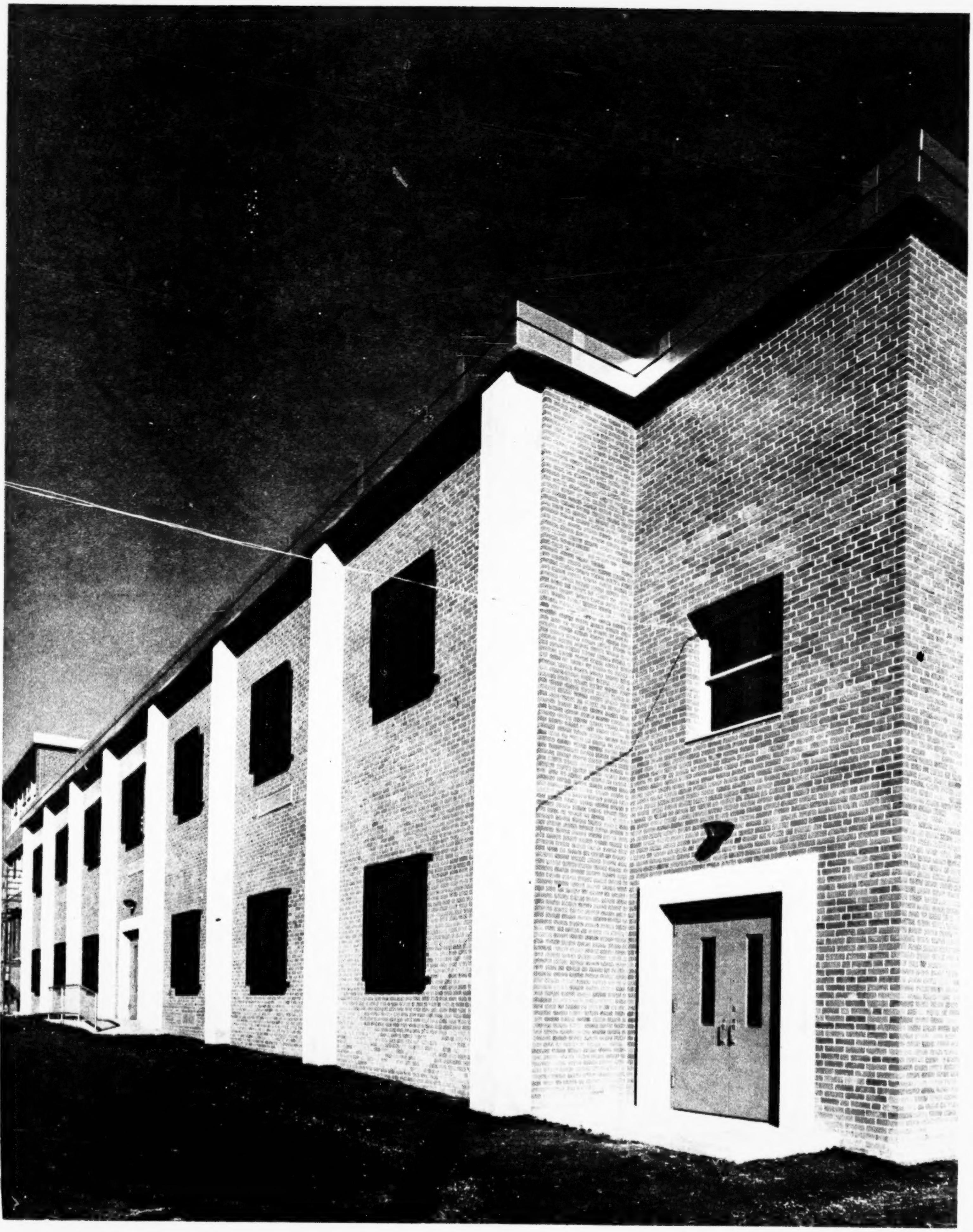
SOURCE: SCHOOL FACILITIES

MAP No. 6

SCHOOLS
IN
69-74 PROGRAM

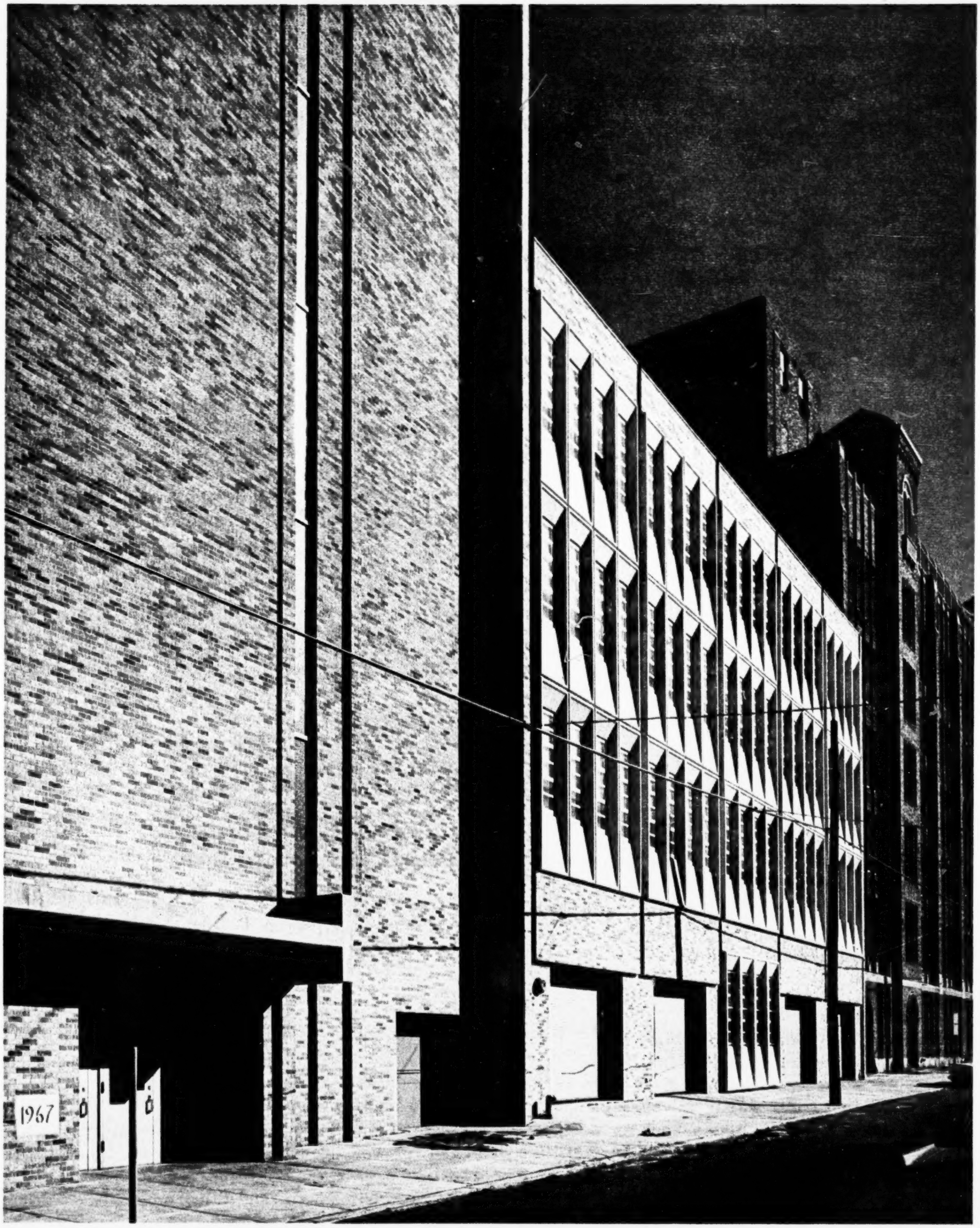

1
2
3
4
5
6
7
8
837
893
SPECIAL
811
827
813
807
815 816 817
746
740
742
708
712 713
637
606
615
601
630
603
629
612 616
646
639
401
748
750
403 415 416 417
419 420 421 422
418
443
438
444
435
539
541
526
SPECIAL
555
535
533
530
503
255
534
502 504
514 515
546
429
437
430
342
233
312
330
114
150
145
103
149
132
102
153
247
SPECIAL
202
117
130
245
250
135
226
314
344
104
121
138
241
101
251
SPECIAL
148
105
154
115
SPECIAL
204 205 207
214
LEGEND
LOWER
MIDDLE
HIGH
SPECIAL
NEW
ADDITION
CONVERSION
SITE UNSPECIFIED

SOURCE: SCHOOL FACILITIES



JOHN WISTER SCHOOL
Wakefield and Bringhurst Streets

Addition
Completed December 1967



JULES E. MASTBAUM TECHNICAL HIGH SCHOOL
Frankford Ave. and Clementine Street

Addition
Completed October 1967

E. PROJECT DESCRIPTIONS

DISTRICT 1

Project No.

BARTRAM HIGH SCHOOL – ADDITION TO ATHLETIC PLANT 101

Capacity — 2,180
— 2,240 (after addition)
Estimated floor area of new construction — 26,000 sq.ft.

The physical education facilities at Bartram High are severly limited and overcrowded. As part of a continuing program to upgrade the athletic plant at older high schools, this project calls for the construction of a new gym facility and shower rooms on the high school site, to serve boys and girls. A new field house to include shower rooms will be built at the athletic field several blocks away. The inadequate field house facilities require visiting teams to dress and shower at their home schools. The school is at 67th Street and Elmwood Avenue.

WEST PHILADELPHIA HIGH SCHOOL – CONVERSION 102

Capacity — 2,170
— 1,650 (after conversion)
Estimated floor area of new construction — 180,000 sq. ft.

This school is obsolete as a comprehensive high school, because of its limited indoor and outdoor educational space, inadequate trade and industrial facilities, and outmoded science and commercial laboratories. It is proposed that a section of this school be demolished and that the remainder be converted for use as a middle school upon completion of new high school space in West Philadelphia. The school is at 47th and Walnut Streets.

WEST PHILADELPHIA – UNIVERSITY CITY HIGH SCHOOL – NEW 103

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

This school will be organized as a comprehensive high school serving grades 9-12. Support from nearby universities and local business and industry will enhance its status as a magnet high school for science and mathematics. The school will include indoor and outdoor recreational facilities designed for year-round use by students and the community. An indoor swimming pool will be part of the facility. The 14.1 acre site, bounded by Lancaster and Powelton Avenues, 36th, 38th, and Filbert Streets is just north of Market Street and within easy walking distance of its supporting institutions.

HIGH SCHOOL – WEST PHILADELPHIA AREA – NEW 104

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

With the conversion of West Philadelphia to the 7-4-4 plan of grade organization, several new high schools will be needed to serve this area. Although no site has yet been selected, every effort will be made to locate this school close to a major transportation artery on a site that will facilitate integration.

HIGH SCHOOL – EASTWICK – NEW 105

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

This new high school in Eastwick will serve the anticipated educational demands of the new community. A large site at Mario Lanza Boulevard and 84th Street has been set aside for the school. The George W. Pepper Middle School will be constructed nearby, and is being planned in close relation to the high school. Both units will be constructed on the house plan.

JEANNETTE MACDONALD MIDDLE SCHOOL – NEW 114

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This new middle school is badly needed to relieve severe overcrowding at the Shoemaker and Sulzberger Junior High Schools. It will house grades 5-8. A site within the Haddington Renewal Area is in process of final selection.

GEORGE W. PEPPER MIDDLE SCHOOL – NEW 115

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

A large site adjacent to the new Eastwick High School at Mario Lanza Boulevard and 84th Street has been set aside for this new middle school. This school will help to meet anticipated enrollment demands in Eastwick and will relieve existing overcrowding at the Tilden Middle School.

DR. JOHN P. TURNER MIDDLE SCHOOL – NEW 117

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

Severe overcrowding requires the prompt construction of a middle school in this section of West Philadelphia. The site, at 59th, 60th, and Angora Streets and Baltimore Avenue, is located so as to contribute to integration as well.

MIDDLE SCHOOL – WEST PHILADELPHIA AREA – NEW 121

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

The change to a 7-4-4 pattern of grade organization requires the prompt construction of additional middle school space in West Philadelphia. No site has as yet been selected for this new school.

HARRINGTON SCHOOL – ADDITION 130

Capacity — 678 (1967)
— 768 (after addition)
Estimated floor area of new construction — 14,000 sq. ft.

The proposed addition will include an instructional materials center, science laboratory, faculty work room and lounge, a suite for medical offices, a music room, an art room, storage and toilet rooms. At the same time, the school site will be enlarged to provide a larger play area. This project is in addition to a building across from the existing school which was renovated in 1967 to meet auxiliary classroom requirements. The Harrington School is located at Baltimore Avenue and 53rd Street.

O. W. HOLMES SCHOOL – ADDITION 132

Capacity — 908 (1966) (K-6)
— 870 (after addition and conversion)
Estimated floor area of new construction — 10,000 sq. ft.

An additional site will be purchased for addition of eight classrooms. Now serving as an elementary school, this building was originally designed as a junior high and will be reconverted to middle school use. It is located at 55th and Chestnut Streets.

LONGSTRETH SCHOOL – NEW 135

Capacity — 960
Estimated floor area — 84,000 sq. ft.

The replacement of this school will contain pre-school and kindergarten facilities. The site will be enlarged to 3.2 acres, covering the block from Pentridge to Willows Streets, between 57th and 58th Streets.

MORTON SCHOOL – NEW 138

Capacity — 960
Estimated floor area — 84,000 sq. ft.

The replacement of this non-fire-resistant building will provide adequate pre-school and kindergarten classrooms. The site will be enlarged and the school will continue to operate as a magnet school. Its location is 63rd Street and Elmwood Avenue.

SAMUEL H. DAROFF SCHOOL – NEW 145

Capacity — 960
Estimated floor area 84,000 sq. ft.

The most serious overcrowding in the elementary grades in District 1 is in this vicinity. When this lower school and nearby middle schools are completed, both the Dunlap and Brooks Schools can be abandoned. The site for this new lower school is 4.4 acres of land located between Race and Vine Streets, from 56th to 57th Streets. The school will include provision for pre-kindergarten, kindergarten and all the facilities required for a complete lower school program. Delays in assembly of the site by Redevelopment Authority have forced its construction to be postponed one year.

T. B. READ SCHOOL – ADDITION 148

Capacity — 276 (1967)
— 960 (after addition)
Estimated floor area of new construction — 53,000 sq. ft.

This school was reopened in 1965 and remodeled to serve retarded children. This project proposes an addition to meet increased enrollment. Sixteen classrooms and supporting facilities are projected. More detailed plans will be made as the result of an overall plan for the schools of Eastwick that is now underway. This study may call for replacement rather than an addition. The school is located at Buist Avenue and 78th Street.

OWEN J. ROBERTS SCHOOL – NEW 149

Capacity — 960
Estimated floor area — 84,000 sq. ft.

This new lower school is planned to be built on a site bounded by 62nd, 63rd, Walnut and Locust Streets. It will relieve serious overcrowding in the elementary grades in this section of West Philadelphia. Pre-kindergarten and kindergarten rooms and full facilities for a lower school program will be provided in the architect's plans for the Roberts School.

J. BARRY SCHOOL – NEW 150

Capacity — 960
Estimated floor area — 84,000 sq. ft.

Further examination of the Barry School plant, at 59th and Race Streets, has led to a conclusion that its total replacement, rather than a small addition, is advisable in order to serve the long-range needs of children in this section of West Philadelphia. An expanded site will be sought before construction takes place. The proposed new lower school would offer facilities for early childhood education plus all the facilities required for a modern lower school program.

BRYANT SCHOOL – ADDITION

153

Capacity — 1,304
Estimated floor area of new construction — 14,100 sq.ft.

Last year's Capital Program proposed an addition to this school that would include an instructional materials center, a multi-purpose room and a cafetorium. This addition was proposed as phase 1 in the staged replacement of the old sections of the Bryant School. This year's program also contains funds for early completion of phase 2: replacement of the school's 1913 section. The site is in process of being expanded to include the area between Cedar Avenue, Hazel Street, 60th and 61st Streets. The architect is charged with developing a total plan for the site and alternative architectural plans that may result in reconstruction of the entire school.

CARY SCHOOL – ADDITION

154

Capacity — 72 (1967)
— 960 (after addition)
Estimated floor area of new construction — 53,000 sq.ft.

The Cary is presently used for special education classes. The present proposal calls for a substantial increase in capacity and for its future use either as a center for retarded children or as a lower school serving Eastwick. That decision will be made as part of an overall study of the school needs of Eastwick now in process of completion. A decision to replace the school, rather than add to it, could result from this study. It is located at 88th Street and Tinicum Avenue.

DISTRICT 2

JOHN F. KENNEDY CENTER – CONVERSION 202

Estimated floor area — 700,000 sq. ft.

It is proposed that the Kennedy Center, at 734 Schuylkill Avenue, be remodeled to house both vocational training courses and the School District's central warehousing operation. A plan has been developed which indicates the feasibility of this dual use. About half the total floor area would be reserved for vocational training purposes. The remaining space will be allocated to warehousing which now takes place in totally inadequate quarters at Seventh and Noble Streets.

HIGH SCHOOL – NORTH PHILADELPHIA AREA – NEW 204

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

There is major need for additional high school space to serve children residing in the North Philadelphia area west of Broad Street. Site explorations are now underway in conjunction with one of the School District's education park studies. The school will be designed as a coeducational, comprehensive high school serving grades 9-12.

CHRISTOPHER COLUMBUS HIGH SCHOOL – NEW 205

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

A new high school is urgently needed to accommodate increasing enrollments in South Philadelphia and to reduce severe overcrowding at the existing South Philadelphia High School. For the past year, active efforts have been taken to assure a suitable site, based on consultations with the city and community groups. A final decision is now imminent.

HIGH SCHOOL – SOUTH OF VINE STREET – NEW 207

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

This school will eventually be needed to serve increasing enrollments in Center City and the neighborhoods to its south. A site is under discussion with a planning group representing center city and the areas to the north and south. A coeducational, comprehensive school will be developed. Actual capacity will depend upon enrollment trends.

MIDDLE SCHOOL – FAIRMOUNT AREA – NEW 214

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

Future enrollments in the Fairmount area require the early construction of a new middle school. The school will facilitate the proposed 7-4-4 pattern of grade organization. A site has not been selected. This is now being explored in conjunction with plans for the Model Cities area.

CHILDS COMMUNITY SCHOOL – ADDITION 226

Capacity — 1,184 (1967)
— 960 (after addition and replacement of non-fireproof section)
Estimated floor area of new construction — 55,000 sq. ft.

The 1894 non-fire-resistant section of this school will be replaced. Preliminary plans call for a small addition to bring the facility up to the space standards for a modern lower school. During the planning phase its special role as a community school will be kept in mind. Architectural studies may indicate that the entire school should be replaced.

BACHE SCHOOL – NEW 233

Capacity — 960
Estimated floor area — 84,000 sq. ft.

Replacement of the non-fire-resistant Bache School, now at 22nd and Brown Streets, has high priority in order to relieve overcrowding at other elementary schools and to accommodate the increasing numbers of pupils in the area. The new school will be designed as a lower school, accommodating pre-school, kindergarten and the first four grades.

POE SCHOOL – ADDITION 241

Capacity — 738
Estimated floor area of new construction — 8,000 sq. ft.

The addition will consist of a multi-purpose auditorium-gymnasium and cafeteria. The school, constructed in 1913, is also scheduled for modernization. It is located at Ritner and 22nd Streets.

E.M. STANTON SCHOOL – ADDITION 245

Capacity — 648 (1967)
— 738 (after addition)
Estimated floor area of new construction — 17,000 sq. ft.

This project proposes the addition of a multi-purpose auditorium, cafeteria, instructional materials center, science and mathematics rooms, and a learning center, as well as the modernization of the present building. The present site at 17th and Christian Streets will be expanded.

A.M. GREENFIELD SCHOOL – NEW 247

Capacity — 906
Estimated floor area — 84,000 sq.ft.

The new school will provide adequate space for pre-school and kindergarten classes and the primary grades. The expanded site of 1.7 acres is bounded by Chestnut, 22nd, 23rd, and Sansom Streets. When completed, children now attending the City Center and Durham schools will occupy the new facility.

E.V. ALESSANDRONI SCHOOL – NEW 250

Capacity — 926
Estimated floor area — 84,000 sq.ft.

This new structure will replace the existing non-fire-resistant Benson School. The school will be built at 25th & Tasker Streets. The site will assure the future merger of the Wayne School into the new building as well and will provide open space for recreational purposes.

BREGY SCHOOL – ADDITION 251

Capacity — 828 (1967)
— 1,116 (after addition)
Estimated floor area of new construction — 20,000 sq.ft.

An addition of eight classrooms, a multi-purpose room/lunchroom and four small classrooms-offices are included in this proposal to upgrade the educational facilities at the Bregy School, at 17th and Bigler Streets.

LOWER SCHOOL – NORTH OF DARRAH – NEW 255

Capacity — 960
Estimated floor area — 84,000 sq.ft.

A new lower school north of the Darrah School is needed to provide for increasing enrollments in this section of North Philadelphia. Construction of this school will relieve overcrowding at the Bache, Waring, and Darrah schools. A site will be selected as part of current planning for the Model Cities area.

DISTRICT 3

STODDART MIDDLE SCHOOL – NEW 312

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This project will bring about demolition of the present Stoddart building. The new school will be planned on a site located at Broad and Spring Garden Streets. The full program of a modern middle school will be developed in close conjunction with planning for the Model Cities area as a whole.

MIDDLE SCHOOL TO SERVE DISTRICT 3 – NEW 314

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This new middle school will be needed to meet projected enrollments and permit completion of the 7-4-4 pattern of grade organization. No site has yet been selected.

KEARNY SCHOOL – ADDITION 330

Capacity — 588 (1967)
— 768 (after addition)
Estimated floor area of new construction — 12,000 sq. ft.

Additional space is being recommended to house the school's expanded educational offerings. The proposed addition will include two small classrooms, 1 art room, 1 science room, 2 offices, a teacher's lounge, and an instructional materials center. Kearny is located at Sixth Street and Fairmount Avenue.

SPRING GARDEN SCHOOL – ADDITION 342

Capacity — 588
Estimated floor area of new construction — 11,000 sq. ft.

This small addition calls for the enclosure of the roof play area and the construction of an auditorium-gymnasium.

TAGGART SCHOOL – ADDITION

344

Capacity — 738 (1967)
Estimated floor area of new construction – 11,000 sq. ft.

The proposed addition would include a multi-purpose room for use an as auditorium, cafeteria, kitchen and gymnasium, plus a suite of six offices for supportive and auxiliary personnel. This school, in the Whitman area, is located at Fourth and Porter Streets.

DISTRICT 4

GRATZ HIGH SCHOOL – ADDITION 401

Capacity — 2,100 (1967)
— 2,750 (after addition)
Estimated floor area of new construction — 70,000 sq. ft.

The program for Gratz High School at 17th and Luzerne Streets, calls for the construction of an addition that will house 16 additional classrooms and a new, badly-needed gymnasium. At the same time, the present building will be modernized. The program also calls for development of outdoor recreation facilities for Gratz, Gillespie Junior High School, and the surrounding communities. The first steps include acquisition and development of property at Hunting Park and Clarissa Street for recreational use, and improvement of a triangle of land at Hunting Park and 18th Street for recreational use. Subsequent stages call for development of an athletic stadium at 16th and Staub Streets and construction of a swimming facility.

HIGH SCHOOL – WEST OF SCHUYLKILL RIVER – NEW 403

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

There is tremendous need for new high school space in West Philadelphia, to accommodate increasing enrollments and permit conversion to 7-4-4. Site selection is nearing completion and has benefited from the cooperation of the city and the West Philadelphia community. The site selection criteria have emphasized ease of access by public transportation and the prospect for integration.

CONNIE MACK MIDDLE SCHOOL – NEW 415

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

The 7-4-4 plan of school organization will require the construction of a large number of middle schools to serve North Philadelphia children. A final site for this school will be selected in conjunction with planning for the Model Cities area. It is likely to be in the vicinity of Lehigh Avenue west of Broad Street.

MIDDLE SCHOOL – NORTH OF DIAMOND STREET – NEW 416

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This middle school will, like the Connie Mack Middle School, serve to meet anticipated enrollment increases in the area of North Philadelphia west of Broad Street. Its site will be selected in conjunction with planning for the Model Cities area.

JAMES L. MCDEVITT MIDDLE SCHOOL – NEW 417

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This school is needed to relieve overcrowding at nearby elementary schools and to accommodate increasing enrollments in West Philadelphia. Site selection is being carried on in close consultation with the community and in light of other development plans for the Mantua area.

BETSY ROSS MIDDLE SCHOOL – NEW 418

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

The 7-4-4 plan of grade organization and projected increased enrollments necessitate the construction of this new middle school. This facility, which will relieve severe overcrowding in nearby elementary schools, will be sited between Clearfield, Indiana, 29th and 31st Streets. The school will include a new swimming pool and all efforts will be made to achieve a high degree of community usage of the facilities.

MIDDLE SCHOOL – PARKSIDE AREA – NEW 419

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

The construction of this school will relieve overcrowding at elementary schools in the West Philadelphia area. No specific site has yet been established. Availability of public transportation and prospects for integration will be carefully evaluated before that choice is made.

MIDDLE SCHOOL WEST OF SCHUYLKILL RIVER – NEW 420

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This school, slated for construction to serve the area West of 52nd Street will also help to meet a critical need for space and will facilitate the development of a 7-4-4 pattern of grade organization in West Philadelphia. No specific site has yet been selected.

MIDDLE SCHOOL – SOUTH OF LEHIGH AVENUE – NEW 421

Capacity — 1,650
Estimated floor area — 180,000 sq.ft.

This is a new project proposed to meet the shortage of middle school space in North Philadelphia. A specific site will be selected as part of the current planning for Model Cities and in consultation with the community.

MIDDLE SCHOOL – TIOGA AREA – NEW 422

Capacity — 1,650
Estimated floor area — 180,000 sq.ft.

This project is also needed to supply sufficient classroom space for children in grades 5-8 by midway in the 1970's. No specific site has been selected. This will be done in conjunction with the Model Cities planning effort and in consultation with the community.

HANNA SCHOOL – NEW 429

Capacity — 960
Estimated floor area — 84,000 sq.ft.

In place of a previous proposal to add to the existing Hanna building, this project calls for total replacement of the present structure with a new, fully modern lower school to be built upon an expanded site at 58th Street and Media Avenue. The new school will provide for pre-school, kindergarten, and the first four grades.

HESTON SCHOOL – NEW 430

Capacity — 938
Estimated floor area — 84,000 sq.ft.

The present Heston School is being replaced by an entirely new facility on an expanded site. The site is bounded by Lansdowne and Lancaster Avenues and 54th Street. The school will relieve overcrowding in nearby elementary schools and be part of the conversion to a 7-4-4 pattern of grade organization.

RICHARD R. WRIGHT SCHOOL – NEW 435

Capacity — 926
Estimated floor area — 84,000 sq.ft.

This new school will be built as a replacement of the McIntyre School. Its expanded site is bounded by 27th, 28th and Dauphin Streets and Susquehanna Avenue. The new school is being planned as a community-centered facility designed for year-round use. It provides for pre-school, kindergarten and the first four grades.

OVERBROOK SCHOOL – NEW 437

Capacity — 960
Estimated floor area — 84,000 sq. ft.

Overbrook Elementary, at 62nd and Lebanon Avenue, is a non-fire-resistant structure. It is proposed that it be replaced in the vicinity of the present school. The new facility would contain all the features of a modern lower school for pre-school, kindergarten and grades 1-4.

T.M. PEIRCE – NEW 438

Capacity — 960
Estimated floor area — 84,000 sq. ft.

Previous capital programs have called for the construction of an addition to this school which was built in 1909. A thorough review by the Office of School Facilities has determined that investment should, instead, be made in an entirely new lower school to serve this community. The proposed new school would house pre-school, kindergarten, and the first four grades. It would be a completely modern facility in all respects. The existing building is at 23rd and Cambria Streets.

WHITTIER SCHOOL – ADDITION 443

Capacity — 876 (1967)
— 996 (after addition)
Estimated floor area of new construction — 26,000 sq. ft.

Plans for the Whittier School include the construction of a multi-purpose facility for auditorium and cafeteria, and instructional materials center, music and art rooms, and a new gymnasium. The existing building would, at the same time, be thoroughly modernized.

LEHIGH SCHOOL – NEW 444

Capacity — 926
Estimated floor area — 84,000 sq. ft.

The present Lehigh School is a complex of 24 portable classrooms. The new facility will be a modern lower school offering instruction for pre-school, kindergarten and the first four grades. Through redevelopment, a site is to be provided at 32nd Street and Lehigh Avenue.

DISTRICT 5

HIGH SCHOOL – EDISON HIGH SCHOOL VICINITY – NEW 502

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

This new high school would replace the present Edison High School at a site that will be convenient to public transportation and probably north of the present school location. The existing non-fire-resistant section of Edison would then be demolished and the remaining portion of the school utilized as an auxiliary or middle school. The question of site is being explored in depth at the time of this writing.

WILLIAM PENN HIGH SCHOOL – NEW 503

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

Construction of this new high school is scheduled to begin in early 1968. Plans have been approved that call for the school to be a comprehensive, four-year high school with a special magnet program in communications. A new swimming pool will be designed for maximum community use. The site for the school is approximately 11 acres with frontage on Broad Street and on Girard Avenue.

KENSINGTON HIGH SCHOOL VICINITY – NEW 504

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

Additional high school capacity will be required to serve the Kensington area by 1980. The existing Kensington High School is a building that does not lend itself expansion to meet projected needs. After the new school is completed, the existing building can be converted to middle school or other educational purposes.

MIDDLE SCHOOL – EAST OF BROAD STREET – NEW 514

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This proposed middle school is needed to relieve overcrowding at Stetson and Wanamaker Junior High Schools and to serve the increased enrollments anticipated in this area. A standard site will be chosen that permits convenient access by public transportation and furthers an integrated student body.

MIDDLE SCHOOL – SECOND AND BERKS VICINITY – NEW 515

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

A rigorous examination of enrollment projections in this portion of District 5 has clearly indicated the prompt need for this middle school. It represents the best means of relieving overcrowding in nearby elementary schools and can contribute to integration.

ELKIN SCHOOL – NEW 526

Capacity — 960
Estimated floor area — 84,000 sq. ft.

In response to community demands and in the light of its non-fire-resistant status, the Elkin School will be replaced on a new site north of the existing school. The new facility will feature rooms for early childhood education and all of the features that mark a modern lower school.

HACKETT SCHOOL — NEW 530

Capacity — 850
Estimated floor area — 76,000 sq. ft.

The replacement of this non-fire-resistant building on a new and expanded site at Sepviva, Trenton, Hagert and York Streets is now under construction. The original planning capacity will be increased by the addition of several classrooms to the initial architectural plans.

HUNTER SCHOOL – NEW 533

Capacity — 960
Estimated floor area — 84,000 sq. ft.

Previous programs have called for an addition to the Hunter School at Mascher and Dauphin Streets. A re-examination of the school this year by the School Facilities Office leads to a new proposal that Hunter be replaced by a thoroughly modern facility. Details of this plan are being worked out as part of the school cluster plan now nearing completion. Enrollment trends will be watched, and the capacity figure for the school may be lowered.

LUDLOW COMMUNITY SCHOOL – ADDITION 534

Capacity — 858
Estimated floor area of new construction — 13,000 sq. ft.

The proposed addition will be built across from the existing school at Sixth and Master Streets. Present plans call for the addition to include a multi-purpose room, nine offices designed for school and community use, counseling offices and other space plans by the City Recreation Department to develop a recreation area next to the school addition. The present building will be thoroughly modernized at the same time the addition is being constructed.

MCKINLEY SCHOOL - NEW 535

Capacity — 700
Estimated floor area — 65,000 sq. ft.

Site acquisition for this new school, at Susquehanna, Diamond, Lawrence, and Leithgow Streets, is well underway. The school itself will be built as part of a cluster of schools focusing upon the new middle school in the vicinity of Second and Berks Streets. Its size is recommended as part of an overall plan to individualize instruction in a new and exciting manner. The plan is being devised in close cooperation with the school administration and community.

POTTER - THOMAS SCHOOL - NEW 539

Capacity — 928
Estimated floor area — 80,000 sq. ft.

Two non-fire-resistant buildings, the Potter and the Thomas, are being replaced by this new school which is being built at Sixth, Reese, Indiana and Clearfield Streets. The new facility will be used by the students and the community on a year-round basis.

SHEPPARD SCHOOL - NEW 541

Capacity — 960
Estimated floor area — 84,000 sq. ft.

Given the age and design of the Sheppard School, located at Howard and Cambria Streets, it is recommended that it be replaced rather than given an addition as previously indicated. The new school would contain all the facilities of a modern lower school, including kindergarten and pre-school classrooms. The capacity may be lowered if enrollments do not indicate the need for a full sized lower school.

LOWER SCHOOL - SECOND AND BERKS VICINITY - NEW 546

Capacity — 500
Estimated floor area — 40,000 sq. ft.

Like the McKinley, this new school is seen as one element in a cluster of schools related to a new middle school in the vicinity of Second and Berks Streets. It will feature the required facilities for early childhood education through the fourth grade. No site has been selected as yet.

S. A. DOUGLAS SCHOOL - ADDITION 555

Capacity — 312 (1967)
— 350 (after addition)
Estimated floor area of new construction — 10,000 sq. ft.

This school presently houses children in kindergarten classes and in a special retarded educatory program. Additional land has been purchased and an addition will be built, consisting of a multi-purpose gymnasium-auditorium-cafeteria-kitchen and two classrooms. The school is located at Huntingdon and Edgemont Streets.

DISTRICT 6

CENTRAL HIGH SCHOOL – ADDITION 601

Capacity — 1,845 (1967)
— 2,050 (after addition)
Estimated floor area of new construction — 40,000 sq.ft.

The classroom capacity of Central High, at Ogontz and Olney Avenues, has been expanded but the physical education facilities are still inadequate. A main gymnasium, remedial gymnasium, locker room with showers, health classroom, departmental office, and a driver and health education laboratory will be built.

ROXBOROUGH HIGH SCHOOL – ADDITION 603

Capacity — 1,545 (1967)
— 1,950 (after addition)
Estimated floor area of new construction — 50,000 sq.ft.

Construction of this addition is well under way. The addition contains 17 classrooms, 4 pupil toilet rooms, 2 teacher toilet rooms, 2 teacher lounges, 2 department head offices, 2 conference rooms, 1 preparation room, and 1 storage room. A combination field house-athletic stands is also being constructed. This four-year high school is at Ridge Avenue and Fountain Street.

NORTHWEST HIGH SCHOOL – NEW 606

Capacity — 3,000
Estimated floor area — 360,000 sq.ft.

Germantown High School is presently overcrowded and enrollments are increasing annually. The new high school will be constructed on a site bounded by Stenton Avenue, Washington Lane, Ardleigh Street and Haines Street. The site is part of a large tract that will be extensively developed for park, recreation, and educational purposes. The school itself is being planned in close conjunction with Germantown High School so that students in the Northwest will utilize both facilities during their four years of high school.

MIDDLE SCHOOL – CENTRAL GERMANTOWN – NEW 612

Capacity — 1,650
Estimated floor area — 180,000 sq.ft.

Elementary schools in Germantown and Mt. Airy are badly overcrowded and enrollments are still increasing. This new middle school will afford relief in the earlier grades and provide room for additional services. No site has been officially designated but good transportation and the prospects for integration will be factors in its selection.

MIDDLE SCHOOL - AWBURY TRACT - NEW 615

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This school will be built on the same large site as the new Northwest High School, near the corner of Ardleigh Street and Washington Lane. It will serve to relieve heavy overcrowding in the schools of Germantown and West Oak Land. It will benefit from adjacent recreation and park areas, as well as the new high school.

MIDDLE SCHOOL – WEST OAK LANE AREA – NEW 616

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

Eventually, this middle school will be needed to accommodate the children of grades 5-8 in the rapidly expanding West Oak Lane community. No site has yet been specified.

LEVERING SCHOOL – ADDITION 629

Capacity — 846 (1966) (as k-8 school)
— 1,000 (after addition)
Estimated floor area of new construction — 24,000 sq. ft.

The proposed addition will consist of twelve classrooms and gymnasium. The old, non-fire-resistant building, which was constructed in 1895, will be demolished. The addition of the Levering School will meet increasing enrollments in the Roxborough area in the middle grades. The school is located at Ridge Avenue and Gerhard Street.

LOGAN SCHOOL – ADDITION 630

Capacity — 480 (1967)
— 576 (after addition)
Estimated floor area of new construction — 11,000 sq. ft.

Enrolled in the Logan School are both normally sighted children and those with varying degrees of visual handicaps. Because of the unique requirements of this student body, the Logan School is considered to be seriously overcrowded. The proposed addition will provide six classrooms and two kindergarten classrooms for the visually handicapped pupils. The school is at Lindley Avenue and Seventeenth Street.

LOWER SCHOOL – UPPER ROXBOROUGH – NEW

637

Capacity — 750
Estimated floor area — 70,000 sq. ft.

The Upper Roxborough area is developing rapidly with the construction of many new private homes and apartments. The addition to the Shawmont School will not accommodate the total increased enrollments expected in this area. This new school is proposed for a 6.5 acre site on Old Line Road that has already been acquired.

STEEL SCHOOL – NEW

639

Capacity — 806
Estimated floor area — 84,000 sq. ft.

A site at Wayne Avenue and Rowan Street in the Nicetown Redevelopment area has been reserved for this school that will replace its non-fire-resistant predecessor. The school will be designed so as to encourage year-round usage by the students and the community.

LOWER SCHOOL – OAK LANE AREA

646

Capacity — 960
Estimated floor area — 84,000 sq. ft.

This new lower school is urgently needed to relieve overcrowding in the vicinity of the Kinsey, Rowen, and Ellwood Schools. The school will offer pre-school and kindergarten facilities as well as a full program for grades 1-4.

DISTRICT 7

HIGH SCHOOL – VICINITY OF OLNEY AND FRANKFORD HIGH SCHOOLS – NEW

708

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

Severe overcrowding restricts the educational programs at both high schools and the overcrowding will persist despite the additions underway at both schools. This new high school will meet future projected enrollment needs and will permit the Olney and and Frankford High Schools to serve an optimum number of students as four-year comprehensive high schools.

MIDDLE SCHOOL – EAST OAK LANE – NEW

712

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

Cooke Junior High School is overcrowded and enrollments annually increase. Out-of-district pupils continually request admission and many currently are enrolled. A new school northeast of Cooke will relieve overcrowding at Cooke, Ellwood and Finletter and, if designed as a middle school, will also give surrounding elementary schools greater flexibility.

MIDDLE SCHOOL – LOGAN AREA – NEW

713

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This middle school is needed to permit the schools in the Logan-Oak Lane area to convert to a 7-4-4 pattern of grade organization. A site will be selected in close consultation with the community.

OLNEY SCHOOL – NEW

740

Capacity — 680
Estimated floor area — 66,000 sq. ft.

Rather than replacing only the 1900 section of the school, a replacement of the entire building, to provide a modern lower school with all facilities, is recommended. The existing elementary school is at Tabor Road and Water Street.

SMEDLEY SCHOOL - ADDITION 742

Capacity — 678 (1967)
— 778 (after addition)
Estimated floor area of new construction — 12,000 sq. ft.

The addition will consist of a multi-purpose auditorium-cafeteria, an IMC, and 2 kindergarten classrooms. The school, which was constructed in 1928 and which will remain in service, is at Bridge and Mulberry Streets.

ZIEGLER SCHOOL - ADDITION 746

Capacity — 258 (1967)
— 408 (after addition)
Estimated floor area of new construction — 14,000 sq. ft.

The proposed addition to this school at Saul and Comly Streets will consist of a multi-purpose auditorium-cafeteria, an instructional materials center and a science room.

WRIGHT-MUHR SCHOOL - NEW 748

Capacity — 1,226
Estimated floor area — 96,000 sq. ft.

The replacement of two non-fire-resistant schools, the Wright and Muhr, will be accomplished when this new facility is completed on a tract bounded by Westmoreland and Eleventh streets, Germantown Avenue, and York Road.

CRAMP SCHOOL - NEW 750

Capacity — 818
Estimated floor area — 85,000 sq. ft.

Both sections of this school are being replaced on an enlarged site at Waterloo, Mascher, Tiogo, and Ontario Streets. The new facility will be built as a modern lower school and will in addition contain a new Child Care Center.

DISTRICT 8

HIGH SCHOOL – NORTHEAST PHILADELPHIA AREA — NEW 807

Capacity — 3,000
Estimated floor area — 360,000 sq. ft.

The need for a new high school in District 8 has been projected for the mid-1970's. The school will be designed as a coeducational, comprehensive high school. No site has as yet been selected.

BENJAMIN RUSH MIDDLE SCHOOL – NEW 811

Capacity — 1,400
Estimated floor area — 170,000 sq. ft.

The design for this new school has been completed and construction is underway. The school will accommodate the rapidly increasing enrollments in this developing section of Philadelphia. It has been designed for year-round utilization and will incorporate maximum flexibility and construction innovations. The school is located at Knights Road and Fairdale Street.

AUSTIN MEEHAN MIDDLE SCHOOL – NEW 813

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This new middle school on the Lincoln High School site, at Rowland and Ryan Avenues, will relieve overcrowded conditions and enable a grade reorganization at Lincoln from 8-12 to 9-12. It should also serve to relieve nearby elementary schools. The construction of this school will conform to an overall plan for the educational and recreational development of the Lincoln tract.

MIDDLE SCHOOL – BETWEEN WASHINGTON AND NORTHEAST HIGH SCHOOLS – NEW 815

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

Wilson Junior High and Washington Junior High are both overcrowded and enrollments are increasing annually. This new school will relieve both the nearby overcrowded elementary and secondary schools when constructed as a middle school. George Washington High School can then become a grade 9-12 high school after its completion.

MIDDLE SCHOOL – DISTRICT 8 – NEW 816

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This new middle school will be needed to accommodate anticipated enrollment increases in the fast-growing Northeast section of the city. No site has been selected.

MIDDLE SCHOOL – DISTRICT 8 – NEW 817

Capacity — 1,650
Estimated floor area — 180,000 sq. ft.

This additional middle school will be needed to accommodate anticipated enrollments projected for Northeast Philadelphia. No site has been selected.

THOMAS HOLME SCHOOL - ADDITION 827

Capacity — 906 (1967)
— 996 (after addition)
Estimated floor area of new construction — 20,000 sq. ft.

The proposed addition to the Holme School at Academy and Willets Roads, will consist of a gymnasium, audio-visual room, instructional materials center, room for speech classes, room for music classes, a faculty conference room, and storage space.

COMLY SCHOOL – ADDITION 837

Capacity — 378 (1967)
— 648 (after addition)
Estimated floor area of new construction — 23,000 sq. ft.

The lunchroom and recreational facilities at this school are limited and severely overcrowded. A gym facility, an instructional materials center, an expanded lunch room and six classrooms are proposed to relieve this condition. The school is located at Byberry and Kelvin roads.

SHALLCROSS RESIDENTIAL SCHOOL – ADDITION 893

Capacity — 210 (1967)
Estimated floor area of new construction — 45,000 sq. ft.

The addition at Shallcross involves the construction of dormitory cottages for both boys and girls, a multi-purpose facility, the enclosure of the swimming pool, ground improvements, and various alterations to the girls' dormitories and the existing buildings. The school is located at Byberry and Woodhaven Roads.

MISCELLANEOUS PROJECTS

ADMINISTRATIVE FACILITIES

070

Funds from this project account are used for modifications and expansions to the School Administration building and for other central support facilities. Money is allocated in this year's program for the completion of the School District's transportation maintenance and storage facilities, in conformance with recommendations made by the Pennsylvania Economy League. Money is also allocated, toward the end of the six-year program, for the completion of additional administrative space for the School District. Needed now, this project has been deferred in light of the pressing needs for classroom space which are felt to take first priority.

ALTERATIONS AND IMPROVEMENTS

010

General maintenance of a school building, such as keeping it clean, heated and operated is charged to the School District's operating program. Alterations and improvements, such as installation of acoustic ceilings, relighting, repainting and other major renovations, are charged to the capital program. Also charged to the capital program are modifications necessary to keep the school's facilities in pace with modern educational requirements. Such modifications and improvements include mechanical and electrical modernization, conversion of school space for special purposes such as art, music and science, and conversion of libraries into instructional materials centers. A master plan for these alterations and improvements is updated annually on a school-by-school basis by the School Facilities Division.

ATHLETIC FACILITIES

060

The cost of regular recreational facilities, such as gymnasiums, recreation rooms and outdoor playing fields, is included in the estimated construction cost of each new school. Athletic investments over and above these normal space provisions are charged to this account. These include high school sports stadiums, unusually large middle and elementary school athletic fields and the like. One of the newest of these athletic needs is swimming pools which are to be built at a number of new schools, most frequently middle schools. These pools will conform to a City plan for swimming pool locations prepared by the City Planning Commission for the Recreation Department. Use of School District facilities by the community is to be encouraged.

CAPITAL PROGRAM ADMINISTRATION COST

090

Funds from this section of the capital program are needed to finance planning studies and for payment of that portion of services of School District employees chargeable to capital administrative projects, as well as for contracted consultive engineering, architectural and specialized technical services such as soil mechanics, drainage experts, and the like.

FURNITURE AND EQUIPMENT 020

When a new school is built, the cost of its furniture and equipment is included in the estimated total cost of the building. But funds from the Furniture and Equipment section of the capital program, as well as limited funds from the School District's operating budget, must be used to meet additional furniture and equipment needs of existing schools. These include school additions and remountable units, meeting the equipment needs of alterations and improvements to schools, equipping new school activities and granting requests from principals who have been operating with less than minimum standards of furniture and equipment.

SITE EXPANSION AND DEMOLITION 040

The capital program provides funds for site expansion and demolition to meet two needs. They are: site acquisition at schools which must be expanded to meet the pressure of growing enrollments or which must provide additional parking or recreation area; and, demolition of old, vacated schools whose sites are needed for play or parking or other public purposes. Funds for site acquisition for all new schools are contained in the estimated cost of the schools.

SPECIAL EDUCATION FACILITIES 030

Funds under this unspecified account will be used to construct facilities to meet the specific needs of handicapped children. These space requirements will be worked out as soon as a current study of the School District's programs for the handicapped has been completed in July, 1968. Space constructed under this account would supplement classrooms allocated in regular schools or existing special class centers. Exact sites and space allocations have not been made, but priority will be accorded to needs in Northeast Philadelphia.

SUPPORTIVE FACILITIES 001

The critical space needs of the School District require use of interim space or non-school buildings that can be easily converted to educational purposes. Under this account, the School District may purchase existing space found suitable for school needs, as well as provide for remountable classrooms, especially for such programs as kindergarten and library service.

F. THE 1969 CAPITAL BUDGET
AND
THE 1969 - 1974 CAPITAL PROGRAM

Project Number	Projects		Total Estimated Cost	Cost Thru 1967-1968	Cost Scheduled Six-Year Period
	DISTRICT 1		$	$	$
101	Bartram High School	Addition	903,000	—	903,000
102	West Philadelphia High School	Conversion	5,860,000	—	5,610,000
103	West Philadelphia University City High School	New	13,438,210	3,283,210	10,155,000
104	High School West Philadelphia Area	New	14,530,000	—	14,030,000
105	High School Eastwick	New	11,807,352	652,352	11,155,000
114	Jeanette MacDonald Middle School	New	7,320,000	—	7,320,000
115	George W. Pepper Middle School	New	5,936,000	610,000	5,326,000
117	Dr. John P. Turner Middle School	New	6,500,500	1,111,500	5,389,000
121	Middle School West Philadelphia Area	New	6,520,000	1,000,000	5,520,000
130	Harrington School	Addition	724,000	16,000	708,000
132	O.W. Holmes School	Addition	349,000	—	349,000
135	Longstreth School	New	2,617,350	192,350	2,425,000
138	Morton School	New	3,125,000	—	3,125,000
145	Samuel H. Daroff School	New	2,721,187	115,187	2,606,000
148	T.B. Read School	Addition	1,675,000	—	1,675,000
149	Owen J. Roberts School	New	3,421,000	1,115,000	2,306,000
150	J. Barry School	New	2,721,000	—	2,721,000
153	Bryant School	Addition	926,350	397,350	529,000
154	Cary School	Addition	1,675,000	—	1,675,000
	DISTRICT 1 Total		92,769,949	8,492,949	83,527,000
	DISTRICT 2				
202	J. F. Kennedy Center	Conversion	3,135,328	485,328	2,650,000
204	High School North Philadelphia Area	New	13,530,000	—	13,530,000
205	Christopher Columbus High School	New	13,530,000	1,400,000	12,130,000
207	High School South of Vine Street	New	13,030,000	—	1,500,000
214	Middle School Fairmount Area	New	6,520,000	—	6,520,000
226	Childs School	Addition	2,460,000	-	530,000
233	Bache School	New	3,175,000	—	3,175,000
241	Poe School	Addition	320,000	—	320,000
245	E.M. Stanton School	Addition	1,167,000	-	1,167,000

RECOMMENDED AND SCHEDULED FOR SIX-YEAR PERIOD						Cost to Complete Beyond June 30, 1974	Project Number
1968-1969	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974		
$	$	$	$	$	$	$	
—	—	—	903,000	—	—	—	101
—	—	—	—	290,000	5,320,000	250,000	102
9,755,000	400,000	—	—	—	—	—	103
—	—	—	—	2,030,000	12,000,000	500,000	104
2,155,000	8,500,000	500,000	—	—	—	—	105
—	2,050,000	5,020,000	250,000	—	—	—	114
56,000	5,020,000	250,000	—	—	—	—	115
5,139,000	250,000	—	—	—	—	—	117
250,000	—	5,020,000	250,000	—	—	—	121
708,000	—	—	—	—	—	—	130
—	—	—	—	349,000	—	—	132
—	125,000	2,300,000	—	—	—	—	135
—	—	—	825,000	2,300,000	—	—	138
—	306,000	2,300,000	—	—	—	—	145
—	—	—	—	185,000	1,490,000	—	148
—	2,306,000	—	—	—	—	—	149
—	—	—	—	421,000	2,300,000	—	150
529,000	—	—	—	—	—	—	153
—	—	—	—	185,000	1,490,000	—	154
18,592,000	18,957,000	15,390,000	2,228,000	5,760,000	22,600,000	750,000	
2,650,000	—	—	—	—	—	—	202
—	—	1,000,000	1,530,000	10,500,000	500,000	—	204
1,130,000	10,500,000	500,000	—		—	—	205
—	—	—	—		1,500,000	11,530,000	207
-	—	1,250,000	5,020,000	250,000	—	—	214
—	—	—	—	—	530,000	1,930,000	226
750,000	125,000	2,300,000	—	—	—	—	233
—	—	320,000	—	—	—	—	241
—	—	1,167,000	—	—	—	—	245

1969 - 1974 CAPITAL

Project Number	Projects		Total Estimated Cost	Cost Thru 1967-1968	Cost Scheduled Six-Year Period
	DISTRICT 2 (Continued)		$	$	$
247	A.M. Greenfield School	New	4,390,442	4,180,442	210,000
250	E.V. Alessandroni School	New	3,229,055	126,055	3,103,000
251	Bregy School	Addition	752,000	—	39,000
255	Lower School North of Darrah	New	2,825,000	—	2,825,000
	DISTRICT 2 Total		68,063,825	6,191,825	47,699,000
	DISTRICT 3				
312	Stoddart Middle School	New	6,897,821	907,821	5,990,000
314	Middle School to Serve District 3	New	7,020,000	—	6,770,000
330	Kearny School	Addition	368,000	—	368,000
342	Spring Garden School	Addition	214,000	—	214,000
344	Taggart School	Addition	432,000	—	432,000
	DISTRICT 3 Total		14,931,821	907,821	13,774,000
	DISTRICT 4				
401	Gratz High School	Addition	5,485,641	3,789,641	1,696,000
403	High School West Schuylkill River	New	13,530,000	1,400,000	12,130,000
415	Connie Mack Middle School	New	6,520,000	—	6,520,000
416	Middle School North of Diamond Street	New	6,520,000	—	6,520,000
417	James L. McDevitt Middle School	New	6,910,000	490,000	6,420,000
418	Betsy Ross Middle School	New	6,018,580	708,580	5,310,000
419	Middle School Parkside Area	New	6,520,000	—	1,250,000
420	Middle School West Schuylkill River	New	7,020,000	—	7,020,000
421	Middle School South of Lehigh Avenue	New	6,520,000	—	6,520,000
422	Middle School Tioga Area	New	6,520,000	—	6,270,000
429	Hanna School	New	3,200,000	380,000	2,820,000
430	Heston School	New	2,528,538	2,428,538	100,000
435	Richard R. Wright School	New	3,088,799	2,888,799	200,000

PROGRAM

RECOMMENDED AND SCHEDULED FOR SIX-YEAR PERIOD						Cost to Complete Beyond June 30, 1974	Project Number
1968-1969	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974		
$	$	$	$	$	$	$	
210,000	—	—	—	—	—	—	247
3,103,000	—	—	—	—	—	—	250
—	—	—	—	—	39,000	713,000	251
—	—	525,000	2,300,000	—	—	—	255
7,843,000	10,625,000	7,062,000	8,850,000	10,750,000	2,569,000	14,173,000	
720,000	5,020,000	250,000	—	—	—	—	312
—	—	—	1,500,000	250,000	5,020,000	250,000	314
—	—	—	—	368,000	—	—	330
—	—	—	—	—	214,000	—	342
—	—	—	—	—	432,000	—	344
720,000	5,020,000	250,000	1,500,000	618,000	5,666,000	250,000	
1,696,000	—	—	—	—	—	—	401
1,130,000	2,000,000	8,500,000	500,000	—	—	—	403
1,250,000	5,020,000	250,000	—	—	—	—	415
1,000,000	250,000	5,020,000	250,000	—	—	—	416
1,150,000	—	5,020,000	250,000	—	—	—	417
5,060,000	250,000	—	—	—	—	—	418
—	—	—	—	—	1,250,000	5,270,000	419
1,750,000	—	5,020,000	250,000	—	—	—	420
—	—	1,250,000	—	5,020,000	250,000	—	421
—	—	—	1,000,000	250,000	5,020,000	250,000	422
—	—	—	520,000	2,300,000	—	—	429
100,000	—	—	—	—	—	—	430
200,000	—	—	—	—	—	—	435

1969 - 1974 CAPITAL

Project Number	Projects		Total Estimated Cost	Cost Thru 1967-1968	Cost Scheduled Six-Year Period
			$	$	$
	DISTRICT 4 (Continued)				
437	Overbrook School	New	2,925,000	—	2,925,000
438	T.M. Peirce School	New	2,820,000	—	2,820,000
443	Whittier School	Addition	836,000	—	836,000
444	Lehigh School	New	2,725,000	108,000	2,617,000
	DISTRICT 4 Total		89,687,558	12,193,558	71,974,000
	DISTRICT 5				
502	Edison High School Vicinity	New	13,030,000	—	13,030,000
503	William Penn High School	New	14,779,295	3,029,295	11,750,000
504	Kensington High School Vicinity	New	13,530,000	—	2,530,000
514	Middle School East of Broad Street	New	7,020,000	—	7,020,000
515	Middle School 2nd & Berks Vicinity	New	6,520,000	—	6,520,000
526	Elkin School	New	2,925,000	—	2,925,000
530	Hackett School		3,395,096	3,095,096	300,000
533	Hunter School	New	2,875,000	—	—
534	Ludlow School	Addition	638,000	33,000	605,000
535	McKinley School	New	1,965,000	115,000	1,850,000
539	Potter Thomas School	New	3,199,123	3,089,123	110,000
541	Sheppard School	New	2,675,000	—	—
546	Lower School Vicinity of 2nd and Berks	New	1,372,000	—	1,372,000
555	S.A. Douglas School	Addition	435,000	55,000	380,000
	DISTRICT 5 Total		74,358,514	9,416,514	48,392,000
	DISTRICT 6				
601	Central High School	Addition	2,910,000	1,538,000	77,000
603	Roxborough High School	Addition	3,019,698	2,719,698	300,000
606	Northwest High School	New	12,530,000	1,400,000	11,130,000
612	Middle School Central Germantown	New	6,720,000	—	6,720,000
615	Middle School Awbury Tract	New	5,520,000	210,000	5,310,000
616	Middle School-West Oak Lane Area	New	5,520,000	—	250,000
629	Levering School	Addition	1,216,000	—	1,216,000
630	Logan School	Addition	400,000	—	400,000
637	Lower School Upper Roxborough	New	2,045,000	—	2,045,000
639	Steel School	New	2,261,695	114,695	2,147,000
646	Lower School-Oak Lane Area	New	3,175,000	—	3,175,000
	DISTRICT 6 Total		45,317,393	5,982,393	32,770,000

PROGRAM

RECOMMENDED AND SCHEDULED FOR SIX-YEAR PERIOD						Cost to Complete Beyond June 30, 1974	Project Number
1968-1969	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974		
$	$	$	$	$	$	$	
—	—	625,000	2,300,000	—	—	—	437
—	—	—	—	520,000	2,300,000	—	438
—	—	836,000	—	—	—	—	443
2,507,000	110,000	—	—	—	—	—	444
15,843,000	7,630,000	26,521,000	5,070,000	8,090,000	8,820,000	5,520,000	
—	500,000	1,530,000	10,500,000	500,000	—	—	502
10,800,000	950,000	—	—	—	—	—	503
—	—	—	—	1,530,000	1,000,000	11,000,000	504
—	—	1,750,000	5,020,000	250,000	—	—	514
1,250,000	800,000	4,470,000	—	—	—	—	515
625,000	2,300,000	—	—	—	—	—	526
300,000	—	—	—	—	—	—	530
—	—	—	—	—	—	2,875,000	533
605,000	—	—	—	—	—	—	534
1,850,000	—	—	—	—	—	—	535
110,000	—	—	—	—	—	—	539
—	—	—	—	—	—	2,675,000	541
—	—	72,000	1,300,000	—	—	—	546
380,000	—	—	—	—	—	—	555
15,920,000	4,550,000	7,822,000	16,820,000	2,280,000	1,000,000	16,550,000	
—	—	—	—	—	77,000	1,295,000	601
—	300,000	—	—	—	—	—	603
2,010,000	8,620,000	500,000	—	—	—	—	606
—	—	1,450,000	5,020,000	250,000	—	—	612
—	5,060,000	250,000	—	—	—	—	615
—	—	—	—	—	250,000	5,270,000	616
—	—	1,216,000	—	—	—	—	629
—	—	400,000	—	—	—	—	630
—	—	—	105,000	1,940,000	—	—	637
2,147,000	—	—	—	—	—	—	639
—	875,000	2,300,000	—	—	—	—	646
4,157,000	14,855,000	6,116,000	5,125,000	2,190,000	327,000	6,565,000	

1969 - 1974 CAPITAL

Project Number	Projects		Total Estimated Cost	Cost Thru 1967-1968	Cost Scheduled Six-Year Period
	DISTRICT 7		$	$	$
708	High School Between Olney & Frankford High Schools	New	13,530,000	—	13,530,000
712	Middle School East Oak Lane	New	7,020,000	—	7,020,000
713	Middle School Logan Area	New	6,520,000	—	1,250,000
740	Olney School	New	1,895,000	—	105,000
742	Smedley School	Addition	458,000	—	458,000
746	Ziegler School	Addition	618,000	—	618,000
748	Wright Muhr School	New	3,977,000	870,000	3,107,000
750	Cramp School	New	2,561,017	2,451,017	110,000
	DISTRICT 7 Total		36,579,017	3,321,017	26,198,000
	DISTRICT 8				
807	High School Northeast Area	New	13,730,000	—	13,730,000
811	Benjamin Rush Middle School	New	5,172,411	4,982,411	190,000
813	Austin Meehan Middle School	New	5,840,140	210,140	5,630,000
815	Middle School Between Washington & Northeast High Schools	New	6,520,000	210,000	6,310,000
816	Middle School District 8	New	7,020,000	—	7,020,000
817	Middle School District 8	New	7,020,000	—	7,020,000
827	T. Holme School	Addition	727,000	—	727,000
837	Comly School	Addition	828,000	—	828,000
893	Shallcross Residential School	Addition	1,530,786	1,380,786	150,000
	DISTRICT 8 Total		48,388,337	6,783,337	41,605,000
	MISCELLANEOUS				
001	Supportive Facilities		8,400,000	3,900,000	4,500,000
010	Alternations & Improvements		75,601,267	27,101,267	48,500,000
020	Furniture & Equipment		14,350,331	4,840,331	9,510,000
030	Special Education Facilities		21,000,000	—	21,000,000
040	Site Expansion & Demolition		9,737,161	2,987,161	6,750,000
060	Athletic Facilities		16,295,635	2,295,635	12,000,000
070	Administrative Facilities		10,065,546	3,065,546	2,500,000
090	Capital Program Administration Cost		29,254,023	6,254,023	23,000,000
	MISCELLANEOUS Total		184,703,963	50,443,963	127,760,000

PROGRAM

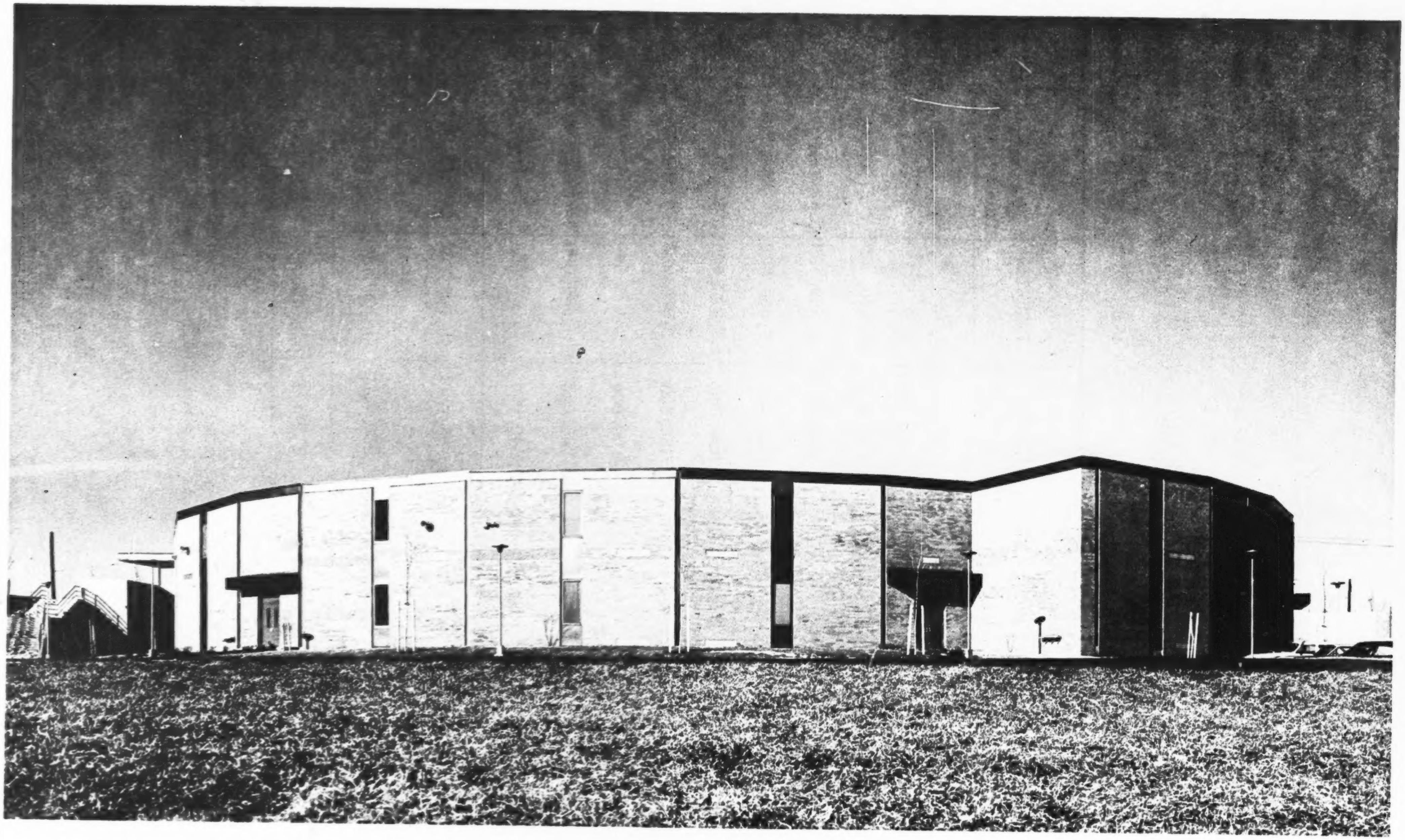
RECOMMENDED AND SCHEDULED FOR SIX-YEAR PERIOD						Cost to Complete Beyond June 30, 1974	Project Number
1968-1969	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974		
$	$	$	$	$	$	$	
—	500,000	2,030,000	2,000,000	8,500,000	500,000	—	708
—	—	1,750,000	5,020,000	250,000	—	—	712
—	—	—	—	1,000,000	250,000	5,270,000	713
—	—	—	—	—	105,000	1,790,000	740
—	—	458,000	—	—	—	—	742
—	—	—	—	618,000	—	—	746
3,107,000	—	—	—	—	—	—	748
110,000	—	—	—	—	—	—	750
3,217,000	500,000	4,238,000	7,020,000	10,368,000	855,000	7,060,000	
—	—	1,000,000	1,530,000	10,500,000	700,000	—	807
190,000	—	—	—	—	—	—	811
50,000	5,040,000	540,000	—	—	—	—	813
1,040,000	5,020,000	250,000	—	—	—	—	815
—	—	—	1,750,000	5,020,000	250,000	—	816
—	—	—	1,750,000	5,020,000	250,000	—	817
—	—	—	727,000	—	—	—	827
—	—	828,000	—	—	—	—	837
150,000	—	—	—	—	—	—	893
1,430,000	10,060,000	2,618,000	5,757,000	20,540,000	1,200,000	—	
1,750,000	1,000,000	750,000	500,000	500,000	—	—	001
12,500,000	7,500,000	7,500,000	7,500,000	7,500,000	6,000,000	—	010
1,710,000	1,650,000	1,650,000	1,500,000	1,500,000	1,500,000	—	020
—	—	3,000,000	8,000,000	5,000,000	5,000,000	—	030
500,000	500,000	750,000	1,000,000	2,000,000	2,000,000	—	040
2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	060
300,000	600,000	600,000	700,000	300,000	—	4,500,000	070
3,500,000	3,500,000	3,700,000	3,900,000	4,100,000	4,300,000	—	090
22,260,000	16,750,000	19,950,000	25,100,000	22,900,000	20,800,000	6,500,000	

1969 - 1974 CAPITAL

Projects	Total Estimated Cost	Cost Thru 1967-68	Cost Scheduled Six-Year Period
SUMMARY	$	$	$
District 1	92,769,949	8,492,949	83,527,000
2	68,063,825	6,191,825	47,699,000
3	14,931,821	907,821	13,774,000
4	89,687,558	12,193,558	71,974,000
5	74,358,514	9,416,514	48,392,000
6	45,317,393	5,982,393	32,770,000
7	36,579,017	3,321,017	26,198,000
8	48,388,337	6,783,337	41,605,000
District Total	470,096,414	53,289,414	365,939,000
Miscellaneous	184,703,963	50,443,963	127,760,000
Grand Total	654,800,377	103,733,377	493,699,000

PROGRAM

1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	Cost to Complete Beyond June 30, 1974
$	$	$	$	$	$	$
18,592,000	18,957,000	15,390,000	2,228,000	5,760,000	22,600,000	750,000
7,843,000	10,625,000	7,062,000	8,850,000	10,750,000	2,569,000	14,173,000
720,000	5,020,000	250,000	1,500,000	618,000	5,666,000	250,000
15,843,000	7,630,000	26,521,000	5,070,000	8,090,000	8,820,000	5,520,000
15,920,000	4,550,000	7,822,000	16,820,000	2,280,000	1,000,000	16,550,000
4,157,000	14,855,000	6,116,000	5,125,000	2,190,000	327,000	6,565,000
3,217,000	500,000	4,238,000	7,020,000	10,368,000	855,000	7,060,000
1,430,000	10,060,000	2,618,000	5,757,000	20,540,000	1,200,000	———
67,722,000	72,197,000	70,017,000	52,370,000	60,596,000	43,037,000	50,868,000
22,260,000	16,750,000	19,950,000	25,100,000	22,900,000	20,800,000	6,500,000
89,982,000	88,947,000	89,967,000	77,470,000	83,496,000	63,837,000	57,368,000



JOHN HANCOCK DEMONSTRATION SCHOOL
Morrell and Crown Lane

New
Completed December 1967